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ABSTRACT

This report is part of a two-volume publication that outlines the Department of Defense Education Activity (DoDEA) 5-year plan to transform education in DoD schools. It is based on the vision that the DoDEA will be a learner-centered organization, unbound by traditional school concepts of time, location, and age requirements, and will be recognized for its ability to provide students with the knowledge and high-level skills required for success. The accountability profiles presented here provide information on the school, district, area, and system levels. The report is divided into two documents. The first document includes the system, area, district, and school profiles for the Department of Defense's overseas schools, whereas the second document focuses on the department's domestic schools. The areas, districts, and schools are organized alphabetically within each larger organizational group. Each profile includes student-enrollment data, the mobility rate, the military services and civilian groups served by DoDEA schools, professional-educator demographics, and the percentage of teachers who have completed various levels of education. Each profile also includes principals' and superintendents' assessments, listing the highlights of their programs, important benchmarks for growth, parents' perceptions of the schools, and each school's degree of parent participation. (RJM)

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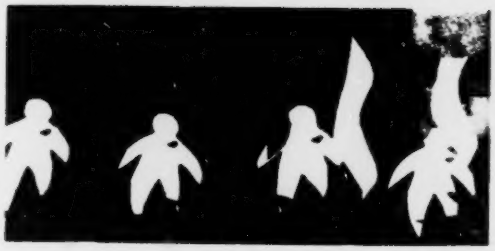
Department of Defense Education Activity

Accountability Profiles

1995-1996



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in a Global Community

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Under Secretary of Defense for Personnel and Readiness

The Honorable Edwin Dorn

Assistant Secretary of Defense for Force Management Policy

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Printed date: March 1997

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
SCHOOL, DISTRICT, AREA, AND SYSTEM
1995-1996

ACCOUNTABILITY PROFILES

Department of Defense Education Activity
4040 North Fairfax Drive
Arlington, VA 22203-1635

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- Kleine Brogel Elementary School — Steve Hain, Principal
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Feltwell Elementary School	Sharon Freed, Principal	
Lakenheath Elementary School	Patricia Munday, Principal	
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W.T. Sampson Elementary/High School Donna Warner, Principal

Message from Dr. Lillian Gonzalez, Director
Department of Defense Education Activity (DoDEA)

A vision statement is generally written in such general language that it can rarely do more than inspire. Moving from inspiration and aspiration to achievement requires a detailed plan. The DoDEA Community Strategic Plan is just that. It details the goals and benchmarks that are milestones on the way to becoming the school system described in the DoDEA vision statement. Ten interdependent education goals were identified as requirements for achieving the DoDEA vision. A number of benchmarks were developed to define discrete, measurable performance criteria for each of the goals. Every year specific goals and benchmarks will be selected as priorities.

School year 1995-1996 was a pivotal time for everyone associated with the Department of Defense Education Activity. Organizational changes eliminated layers of administration, consolidated operations, and increased autonomy at the local level. Necessary changes were initiated in the teaching and learning processes, and all sectors of the community were given a greater voice in the decision-making process. The Community Strategic Plan established additional mechanisms facilitating the shared interest, involvement and responsibility for education that will make the DoDEA vision a reality and the future a success for all students.

This two volume publication offers a glimpse of DoDEA during the preliminary phase of its projected five year transformation process. The 1995-1996 student performance data included in both the **Accountability Report** and the **Accountability Profiles** create the baseline to which we will compare all future data. I thank you for your interest in and support of the students and programs in our schools, and invite you to share in our vision for DoDEA's future.

By the year 2000,

DoDEA will be a learner-centered organization,

Unbound by traditional school concepts of time, location and age requirements,

And recognized for its ability to provide students with the knowledge and high level skills required for success in a global community.

Introduction

The DoDEA Community Strategic Plan outlines the ten goals that are the vehicle for moving DoDEA toward the vision of "an organization without boundaries, united in purpose with the community, and with the latest technology to empower students." The DoDEA Community Strategic Plan also "established benchmarks, or measurable commitments, for each of the ten goals." One of the DoDEA Headquarters' priority benchmarks (9.1) is to "By the year 2000 ... establish and evaluate a systemwide accountability process for the monitoring of the Strategic Plan, school improvement process, and student progress." A second DoDEA Headquarters' priority benchmark (10.7) is to "By the year 2000 ... create an effective communication system to share information among all of the DoDEA constituencies as measured by formal and informal surveys, random sampling, and interviews." This report is one step DoDEA has taken toward achieving these goals and benchmarks.

This volume includes **Accountability Profiles** that present significant information at the school, district, area, and system levels. It presents a rich resource for parents, students, teachers, and the community to examine achievement in the DoDEA school improvement process. The information presented in this report were selected because they:

- are directly related to the systemwide goals
- can be influenced by school initiatives
- are important for understanding the local context
- are useful in making educational decisions
- are essential for school improvement and student growth
- can be evaluated against a meaningful standard

How the Accountability Profiles are organized

The **Accountability Profiles** report is organized into two documents. The first document includes the system, area, district, and school profiles for the Department of Defense Dependents Schools (DoDDS), the overseas schools. The second document includes the system, district, and school profiles for the Department of Defense Domestic Dependents Elementary and Secondary Schools (DDESS), the domestic schools. The areas, districts, and schools are organized alphabetically within each larger organizational group.

How to use this report

This report includes detailed information for both the domestic (DDESS) and overseas (DoDDS) schools. As DDESS and DoDDS are authorized under different legislation and, traditionally, have been administered somewhat independently, the data reported for the domestic and overseas schools, while generally comparable, are in some cases different. In particular, there are five areas where the data are not comparable.

1. The *Priority Benchmarks* established by the DoDEA Community Strategic Plan for DDESS and DoDDS are different although they share Benchmark 8.1.

2. The *Special Programs* offered in DoDDS and DDESS are somewhat different. For example, the Advancement Via Individual Determination (AVID) and Reading Recovery programs are only employed in DoDDS.

3. *Parent Report Card* data are presented for DoDDS while *Parent Participation* data are presented for DDESS.

4. The standardized tests and the grade levels at which they are administered are different. In DoDDS, all students in grades 3, 7, and 11 took the Comprehensive Tests of Basic Skills, Fourth Edition (CTBS/4) in 1995-96 while five different tests were administered in DDESS, varying largely by the state in which they are located. The grade levels tested also vary somewhat across the DDESS districts.

5. A systemwide Writing Assessment is administered to all DoDDS students in grades 5, 8, and 10. While some DDESS schools administer writing assessments, because there is currently little consistency across schools and districts, the 1995-96 profiles do not include writing assessment results for DDESS.

Each profile includes the following sections:

- School, District, Area (DoDDS only), or System Characteristics
- Principal's, Superintendent's, or Director's Highlights
- 1995-96 Benchmark Priorities
- Parent Report Card (DoDDS) or Parent Participation (DDESS) Data
- Standardized Test Results

School, District, Area, or System Characteristics

Each profile includes the following information:

- **Student enrollment** data are presented graphically by gender (DoDDS only) and ethnic groups and are provided in a table by grade levels.

- **Special programs** presents a summary of common programs available in DoDDS and DDESS. This summary includes the grade levels served, the number of students enrolled in the programs, and the percent of the total school enrollment. The special programs include special education, talented and gifted (TAG), English as a second language (ESL), and Advanced Placement courses. For DoDDS, the special programs also include Reading Recovery and AVID.

- **Mobility Rate** is a measure of how often students move in and out of a school during the school year. It is reported as the percentage of students who enter or withdraw from a school during the year relative to the enrollment. (In DoDEA schools, domestic and overseas, mobility rates are generally considerably higher than most stateside schools due to the mobility of the military community we serve.)

- **Sponsor's Affiliation** provides a summary of the military services and civilian groups served by DoDEA schools. Each child's sponsor is included in this percentage. For example, if a sponsor has two children in a school, both children are included in the percentage for their school.

- **Professional Staffing** presents a graphical summary of the number of professional educators by gender (DoDDS only) and ethnic groups. Professional staff include teachers, administrators, librarians, guidance counselors, school psychologists, nurses, and other professional educators.

- **School Staff** summarizes the number of professional educators who serve a school, district, area, or system. The data are summarized for four categories: administrators, classroom teachers, special education teachers, and other professionals. The "other" category includes counselors, nurses, psychologists, librarians, and other support professionals. The metric reported is FTE or *full time equivalents. Full time equivalents* can be thought of as 40 hour per week units. For example, if a school has 20 forty-hour per week teachers and 4 twenty-hour per week teachers, they have 22 FTE or 22 *full time equivalent* teachers.

- **Teacher Education** reports the percentage of teachers who have completed various levels of undergraduate or graduate education. BA/BS indicates that a teacher has completed their Bachelors of Arts or Science degree. MA/MS represents a Master's degree and a Doctorate indicates a Ph.D. or Ed.D. degree.

Principal's, Superintendent's, or Director's Highlights

This section is designed to provide each Principal and Superintendent, and the DoDEA Director an opportunity to highlight special accomplishments and unique programs in their school, district, area, or systemwide.

Priority Benchmarks

In this section of the profiles the school, district, area, or system has the opportunity to briefly report on their progress on the 1995-96 Priority Benchmarks identified in the DoDEA Community Strategic Plan. With the exception of benchmark 8.1, different benchmarks have been identified as priorities for DoDDS and DDESS.

Parent Report Card (DoDDS)

The DoDEA Overseas Schools conduct a biennial survey to assess parents' perceptions of the strengths and weaknesses of the overseas school system. The survey questions ask parents to "grade" their school in a manner analogous to the grades most secondary school children receive on their report cards: A-F. The profile reports the percentages of parents who graded their school an A/B, C, or D/F for *overall quality* in the areas of Language Arts, Mathematics, Science, Social Studies, and School Communications.

Parent Participation (DDESS)

DDESS reports parent participation in their schools through the Parent Teacher Association/Parent Teacher Organization (PTA/PTO) and the Parent Volunteer Programs. The chart summarizes the number of parents participating in each program.

Standardized Test Results

This section provides a summary of standardized test results including norm-referenced tests, the Scholastic Assessment Test (SAT), and the DoDDS writing assessment.

- **Norm-Referenced Test** results are reported for Reading, Language, Social Studies, Mathematics and Science. This section includes school, district, system, and national median percentile scores. *Percentile scores* indicate how a student's score compares to students' scores nationally. If a student scores at the 65th percentile, for example, he/she scored higher than approximately 65 percent of the national standardization sample. Percentile scores range from 1-99 and the national median is 50. Asterisks (**) indicate either that the school does not include students at that grade level or that fewer than 10 students were tested. In cases where fewer than 10 students were tested, valid inferences could not be made and the data are not presented.

  For DoDDS, this section includes the results on the Comprehensive Tests of Basic Skills (CTBS) for grades 3, 7, and 11. To assess progress toward Benchmark 3.1 for Reading, Language, and Social Studies, the *Percent of Students Scoring in Each (percentile) Quarter* for 1994-1996 are reported in addition to the median percentiles for each subject and grade. The quarters are percentile ranges 1-25, 26-50, 51-75, and 76-99. (Nationally, 25 percent of the students score in each quarter; however, in DoDDS proportionally fewer students score in the lower two quarters and more than 25 percent score in each of the upper two quarters.) The quarters are presented in bar graphs. The quarters are ordered (stacked) from low/bottom (1-25) to high/top (76-99). To assess progress toward Benchmark 4.2 for Mathematics and Science, 1995 and 1996 median percentiles and percentile gaps are reported across ethnic groups in addition to the overall median percentiles for each subject and grade. Achievement ***gaps*** are the differences between the median percentile scores for each ethnic group and the 1994 DoDDS systemwide (baseline) medians.

  For DDESS, this section includes results on norm-referenced standardized tests for grades 2, 4, 6. (For the Ft. Campbell schools, norm-referenced standardized test results are presented for grades 3, 6, and 10.) To assess progress toward Benchmarks 3.1 and 4.3 for Reading, Language, Social Studies, Mathematics, and Science the *Percent of Students Scoring in Each (percentile) Quarter* in 1996 are reported in addition to the median percentiles for each subject and grade. The quarters are percentile ranges 1-25, 26-50, 51-75, and 76-99. The quarters are presented in bar graphs. The quarters are ordered (stacked) from low/bottom (1-25) to high/top (76-99). (Nationally, 25 percent of the students score in each quarter; however, in DDESS proportionally fewer students score in the lower two quarters and more than 25 percent score in each of the upper two quarters.) In the future, data from subsequent years will be included in this report.

- **Scholastic Assessment Tests (SAT)** are taken by the majority of high school seniors who plan to go on to college. This table presents the percentage of the high school seniors who took the test, % Participating, and mean Verbal and Mathematics scores. The participation rate is an important factor when interpreting the mean scores because it determines who is included in the sample. The participation rates for both DoDDS and DDESS are higher than the national percentages.

  For DoDDS, the SAT data are reported for the schools, districts, system, and nation. Results are reported for the two most current years available, 1994 and 1995. **For DDESS**, the SAT data are reported for the districts, system, and nation. Results are reported for the two most current years available, 1994 and 1995.

- **Writing Assessments (DoDDS)** are administered each spring to all DoDDS students in grades 5, 8, and 10. The report summarizes the results for the last three years. The number of students assessed, the mean scale scores by grade level and the percentage of students at each level of performance are presented. Four levels of performance are reported: *Distinguished, Proficient, Apprentice, and Novice/Undeveloped.* The percentages of *Unscorable* papers (e.g., illegible and off topic) are also reported.

  While some **DDESS** schools administer writing assessments, because there is currently little consistency across schools and districts, the 1995-96 profiles do not include writing assessment results for DDESS.

SECTION A

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
1995-1996

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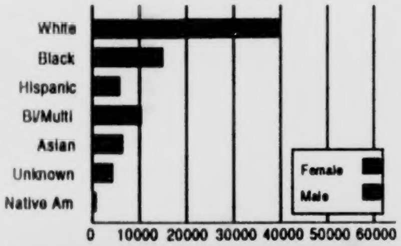
Department of Defense Education Activity
1995/96 Department of Defense Dependents Schools Profile
Dr. Lillian Gonzalez, Director

System Characteristics

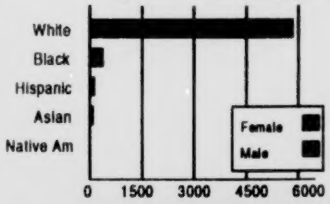
Student Enrollment - 81,379



Grade	#
PreK	822
K	8579
1	8793
2	8107
3	8026
4	7344
5	6850
6	6327
7	6084
8	5396
9	4875
10	3985
11	3397
12	2794
Total	81379

Sponsor's Affiliation	
Marine	6%
Army	36%
Navy	13%
Air Force	31%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	1%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	7256	9%
K-8	TAG	7541	12%
K-12	ESL	3303	4%
1	Reading Recovery	600	7%
7-12	AVID	1417	
Students Taking AP Courses		3161	4%

Mobility Rate
33% Per Year

Teacher Experience

Years	Teachers
New	104
1-3	197
4-6	329
7-10	566
> 10	3834.5

School Staff

Category	FTE
Administrators	297.5
Classroom Teachers	4306
Special Education	512
Other Professionals	1009.75

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	65%
Doctorate	2%

Director's Highlights

The Department of Defense Dependents Schools (DoDDS) system is the organizational element of the Department of Defense Education Activity (DoDEA) that provides a quality education for the eligible minor dependents of Department of Defense military and civilian personnel on official overseas assignments. School locations vary from small remote communities to large urban areas. The schools are centrally administered and focus on the DoDEA mission to provide a world-class educational program that inspires and prepares all students in military communities around the world for success in a dynamic global environment.

The 1995-1996 school year was a pivotal time for DoDDS. The size of the overseas dependent school system changed as the Department of Defense closed overseas bases and organizational changes consolidated operations and increased autonomy at the local level. DoDEA also began implementation of the Community Strategic Plan. Necessary changes were initiated in the teaching and learning processes and all sectors of the community were given a greater voice in the decision-making process.

DoDEA Strategic Plan: Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies.

DoDDS student performance on the CTBS in reading, language arts and social studies was well above the national norm, and DoDDS ranked 9th among states on the NAEP in 4th grade reading. DoDDS seniors scored above the national average on the Verbal Scholastic Assessment Test (SAT).

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

DoDDS students scored above the national average on standardized mathematics and science tests. DoDDS implemented new mathematics standards, curriculum and instructional programs based upon the National Council of Teachers of Mathematics (NCTM) standards, and teaching practices to prepare students for completion of higher level mathematics and science courses.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

DoDDS implemented in all schools a two-way school-home communication plan to assist parents and teachers in sharing information and expectations for student academic performance and identified learning activities to help parents and teachers work collaboratively in support of the education of students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

DoDEA implemented the Community Strategic Plan and established policies and procedures to guide the school improvement process in all DoDEA schools. The system developed a communication plan to publicize the Strategic Plan and published numerous videotapes and written communications, including "The Spirit of Excellence" newsletter, to share information among the DoDEA constituencies.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	74.5%	18%	5%
Math	72%	19%	6%
Science	63%	22%	6%
Social Studies	63%	22%	5%
School Communications	72%	20%	6%

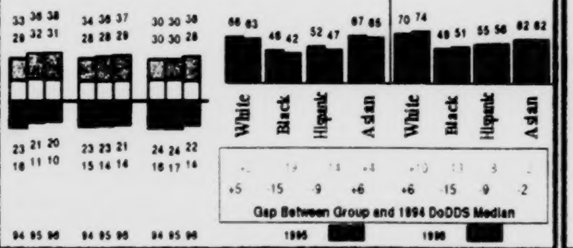
Benchmark 10.8: Establish Technology for teachers and administrators
Developed and implemented the Technology Program Standards for the Technology Modernization Initiatives. Improved the accountability and tracking of all equipment in DoDDS through the use of bar coding. Obtained commitments from the military commands in Europe and the Pacific to support computer network installations in schools, NET98.

CTBS Test Results

Grade 3

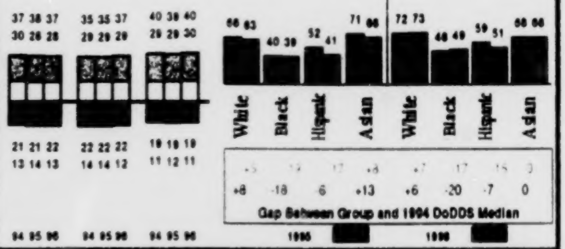
	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles	Read	Lang	Soc Stdy	Math	Science
for: **DoDDS**	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	7397	7391	7380	7398	7379

Percent of Students in Each Quarter



Grade 7

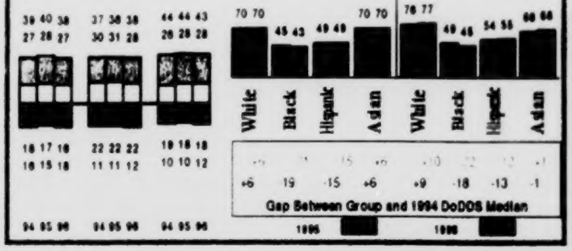
	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles	Read	Lang	Soc Stdy	Math	Science
for: **DoDDS**	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	5534	5535	5530	5525	5531



Grade 11

	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles	Read	Lang	Soc Stdy	Math	Science
for: **DoDDS**	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	3050	3028	3044	3025	3046

Percent of Students in Each Quarter



SAT Results		DoDDS	Nation
% Participating	1994	66%	42%
	1995	64%	41%
Math Avg Score	1994	472	479
	1995	480	482
Verbal Avg Score	1994	430	423
	1995	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DODEA
4040 N. Fairfax Drive
Arlington, VA 22203-1635

DSN Phone:
426-4462

Commercial Phone:
(703) 696-4462

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	7420	740.3	19.4%	42.7%	29.5%	7.3%	1.2%
5	95	6597	741.1	17.6%	57.9%	15.1%	8.3%	1%
5	96	6259	741.9	33%	51.4%	12.6%	2%	1%
8	94	5159	761.9	27.5%	39.1%	16.1%	14.8%	2.5%
8	95	4923	767.6	37.8%	18.3%	29%	13%	1.9%
8	96	4804	770	21.9%	39.9%	30.2%	6.5%	1.4%
10	94	3939	786.7	36.2%	26.9%	24.9%	9.6%	2.4%
10	95	3619	792.8	25.4%	39.9%	23.8%	9.5%	1.4%
10	96	3507	798.9	28.2%	44.8%	21.1%	5.3%	5%

SECTION B

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

EUROPE AREA
1995-1996

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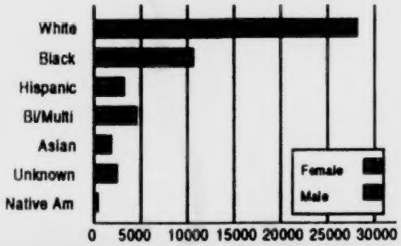
Department of Defense Education Activity
Europe 1995/96 Area Profile
John Davis, Superintendent

Area Characteristics

Student Enrollment - 51,040



Special Programs			
Grade Offered	Program		
PK-12	**Special Education**	5039	10%
K-8	TAG	5344	13%
K-12	ESL	1820	4%
1	Reading Recovery	406	7%
7-12	AVID	1035	
Students Taking AP Courses		2302	4%

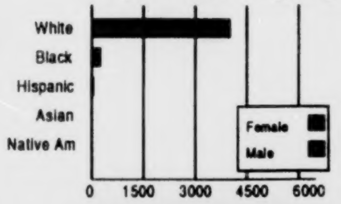
Grade	
PreK	544
K	5322
1	5570
2	5022
3	5035
4	4642
5	4338
6	3919
7	3806
8	3327
9	3036
10	2502
11	2128
12	1849
Total	51040

Mobility Rate
34% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	47%
Navy	9%
Air Force	31%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	2%

Teacher Experience	
Years	Teachers
New	37
1-3	77
4-6	171
7-10	349
> 10	2504.5

Professional Staffing



School Staff	
Category	FTE
Administrators	205.5
Classroom Teachers	2702.5
Special Education	347.5
Other Professionals	663.25

Teacher Education	
Degree	% Teachers
BA/BS	**31%**
MA/MS	**67%**
Doctorate	**2%**

Superintendent's Highlights

"Right-sizing" the ASO, empowering District Superintendents to take over what were regional responsibilities in the areas of curriculum and student activities, and delivering the "hard" messages on who does what in the new Europe Area of DoDEA were the primary goals of the ASO for SY 95-96.

In an effort to move resources and decisions closer to the learner, the ASO:

- provided the U.K. and Brussels DSO's with extensive assistance prior to their fall ACDE visits, which resulted in the development of meaningful materials for SI training at district and school levels;
- provided equity training to Assistant Principals and districts in support of Goal 4;
- provided training in the Concerns-Based Adoption Model to the Hessen DSO, resulting in certification of Levels of Use interviewers, thus providing the district with a research-based method to measure the quality of the new math implementations in support of Goal 4.

The Area Advisory Council has been an important tool in involving all stakeholders in the educational process at the ASO level.

Sorting out the non-DoDDS issues formerly handled by Executive Services is another important facet of support provided by the ASO.

DoDEA Strategic Plan: Area Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The Area focus for this benchmark has been on developing citizenship and achievement through student activities, including athletics, Creative Connections, D.A.R.E., Honors Band and Chorus, Project Bold, Special Olympics, and JROTC. Area support enabled districts to collaborate in providing additional student activities on a Europe-wide basis.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The ASO has emphasized math curriculum development. ASO personnel guided the Hessen DSO in developing ICC Maps to measure the quality of the math implementation. The expansion of the AVID program, with its emphasis on equitable education and access to rigorous curriculum for all students, is a cornerstone of ASO efforts in this area.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The ASO has regularly provided a model of support for initiatives in this area. Specific efforts included AFN TV "spots" on parent involvement, the inclusion of parents on the Area Advisory Council, the development of training modules for School-Home Partnerships, and the emphasis of both AVID and student activity programs on increasing parental involvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

In addition to participating in planning meetings in every DSO, the Area Supt. spoke 36 times at public sessions during SY 95-96. ASO staff led District Supt's. in collaborative sessions to assist them in working together. The Area Supt. has made a daily effort to communicate with the Area Service Center, in order to ensure that schools receive the support they require.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**71%**	**20%**	**5%**
Math	**70%**	**20%**	**7%**
Science	**59%**	**24%**	**7%**
Social Studies	**61%**	**23%**	**6%**
School Communications	**70%**	**22%**	**8%**

Benchmark 10.8: Establish Technology for teachers and administrators

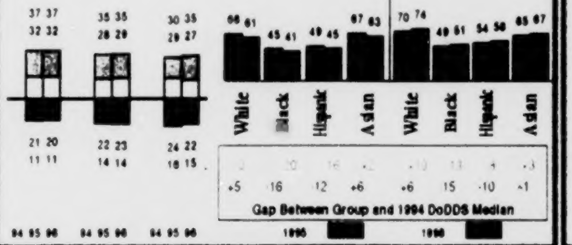
The AARPA implementation, the Jason Project, and Distance Education are examples of ASO support in this effort. In addition, the ASO provided ReportMate training to Turkey DSO schools in SY 95-96. ASO personnel have been trained in Microsoft Office and electronic presentation skills. The Distance Education Center will be expanding to include AVID classrooms in Lotus Notes.

CTBS Test Results

Grade 3

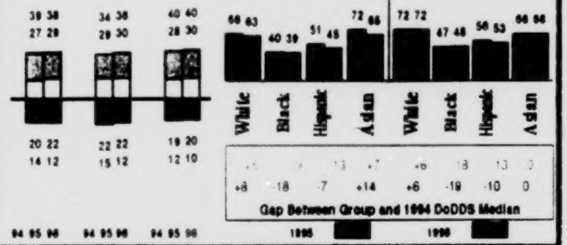
1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for Area	66.4	62.6	62.6	55.1	65.6
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	4598	4590	4598	4600	4600

Percent of Students in Each Quarter



Grade 7

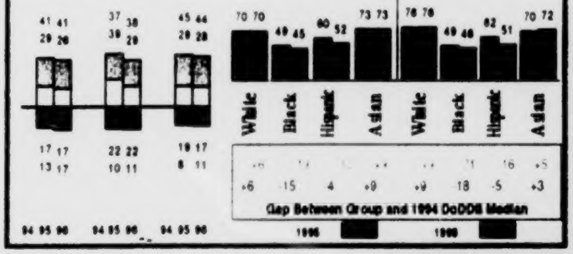
1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for Area	65.2	57.4	60	52.8	58.2
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	3487	3491	3490	3485	3492



Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for Area	67.6	66.2	70.7	62.8	70.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	1912	1900	1916	1891	1915

Percent of Students in Each Quarter



SAT Results				
		Area	DoDDS	Nation
% Participating	1994	68%	66%	42%
	1995	65%	64%	41%
Math Avg Score	1994	474	472	479
	1995	477	480	482
Verbal Avg Score	1994	435	430	423
	1995	437	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS Europe
Unit 29649
APO AE 09096

DSN Phone:
338-7614

Commercial Phone:
49-611-380-7614

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	4180	737	16.5%	57.6%	15.6%	9.1%	1.1%
5	96	3917	737.9	30.5%	52.6%	13.7%	2.2%	9%
8	94							
8	95	3180	770.8	39.3%	18.9%	27.5%	12.5%	1.8%
8	96	2968	774.2	22.3%	40.2%	30.4%	6.1%	1.1%
10	94							
10	95	2309	793.1	25.2%	39.7%	24.3%	9.4%	1.3%
10	96	2216	798.1	27.5%	45.4%	21.4%	5.2%	5%

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SECTION C

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

BRUSSELS DISTRICT
1995-1996

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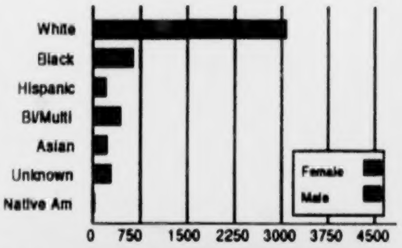
Department of Defense Education Activity
Brussels 1995/96 District Profile
Robert Tryon, Superintendent

District Characteristics

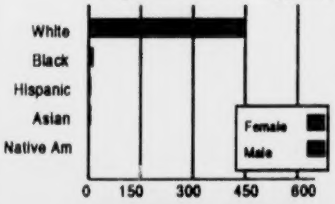
Student Enrollment - 4,880



Grade	#
PreK	77
K	482
1	437
2	450
3	462
4	406
5	410
6	354
7	377
8	341
9	328
10	283
11	242
12	231
Total	4880

Sponsor's Affiliation	
Marine	<.5%
Army	18%
Navy	2%
Air Force	59%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	14%
Non-US Civilians	5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	421	8%
K-8	TAG	42	1%
K-12	ESL	318	6%
1	Reading Recovery	17	3%
7-12	AVID	152	
Students Taking AP Courses		285	60%

Mobility Rate
22% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	9
7-10	53
> 10	263

School Staff

Category	FTE
Administrators	26
Classroom Teachers	280
Special Education	32
Other Professionals	61

Teacher Education

Degree	% Teachers
BA/BS	32%
MA/MS	66%
Doctorate	1%

Superintendent's Highlights

Improving student achievement and school home/community involvement were district-wide initiatives. Spangdahelem Middle School collaborated with the Spangdahlem Air Base to develop a mentor program where civilian and military volunteers supported middle school students in developing and improving socially, emotionally, and academically. Their efforts and involvement have significantly improved achievement and reduced discipline incidents for the students in the program. During the year, professional development focused on the DoDDS curriculum standards, instruction and assessment.

Traditional parent-teacher conferences shifted to having students led conferences which increased the involvement of parents, especially fathers.

The district focus is on students and promoting recognition for excellence. The district celebrated excellence in student achievement in the area of art by recognizing student art work. An art exhibit featuring exemplary student work traveled to school complexes giving students, teachers, and parents an opportunity to celebrate and share the talents and accomplishments of the students. This year the district sponsored three curriculum activity days for the seven small schools. Bringing the students and teachers together at one of the schools promoted collaboration and enriched learning for all.

DoDEA Strategic Plan: District Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Teachers were trained in the Social Studies and Reading/Language Arts standards. Community members were involved in the selection of a parent for the Language Arts/Reading Materials Review Task Force. More than 100 teachers were trained in Cooperative Integrated Reading and Composition (CIRC). CIRC provides strategies to be used during instruction.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The science program focused on the implementation of the new science standards with the following support initiatives: Leadership training for elementary school teachers and LAN installation in science classrooms. Specific math workshops and graduate level courses for implementing the math standards were offered to K-8 teachers for professional development.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A steering committee for School-Home Partnership was established with the membership composed of five educators and four parents. The District Advisory Council consisting of the School Advisory Council chairs from each school met quarterly with the superintendent and provided feedback on education issues and policies. Parents were invited to attended workshops.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

DSO personnel were actively involved in communications including: training in cc:Mail & Bulletin Boards, visits to schools by liaisons, school visits by Supt. & Asst. Supt., staff development activities, and DSO team concept training - i.e. SILT plans were addressed by Supt. or Asst. Supt., visits to Commanders, community, SAC, and special education meetings.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	76%	18%	4%
Math	75%	18%	5%
Science	63%	22%	6%
Social Studies	65%	21%	5%
School Communications	75%	19%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

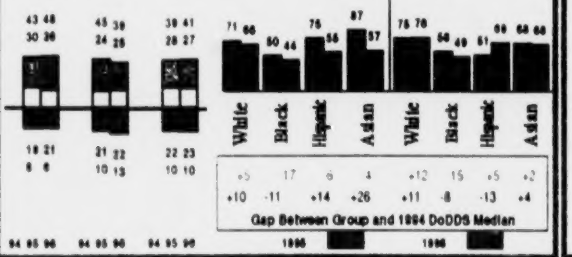
In the area of technology the major focus of the district was the implementation and support of the DoDEA Technology Plan. Prioritization for the allocation of computer equipment was established. School technology committees were established. Training in cc:Mail for Windows, Word 6.0, PowerPoint and Excel were provided for all educators.

CTBS Test Results

Grade 3

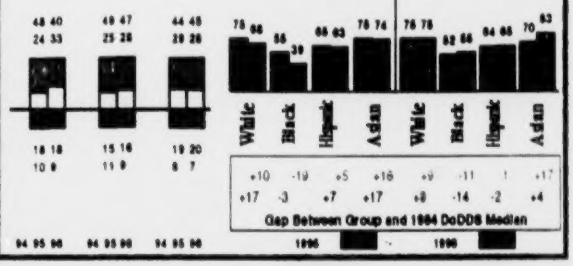
1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **District**	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	422	421	421	421	420

Percent of Students in Each Quarter



Grade 7

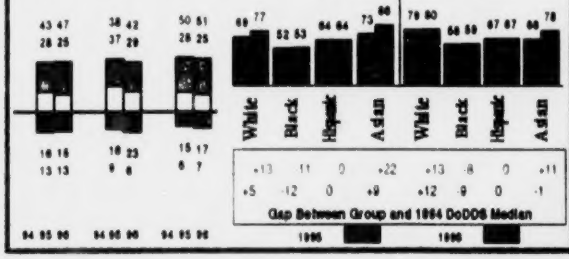
1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **District**	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	355	354	353	352	354



Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **District**	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	198	199	199	197	200

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	1994	75%	66%	42%
	1995	72%	64%	41%
Math Avg Score	1994	486	472	479
	1995	506	480	482
Verbal Avg Score	1994	435	430	423
	1995	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Brussels District
Attn: Robert Tryon
NSA PSC 79, Box 3
APO AE 09724

DSN Phone:
365-9431

Commercial Phone:
322-720-7105

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	450	752.7	21.5%	57.7%	13.6%	6.3%	0.8%
5	96	378	754.5	36.8%	51.6%	10.3%	0.8%	0.6%
8	94							
8	95	284	786.3	44.4%	20.4%	23.9%	9.9%	1.5%
8	96	321	783.6	29.9%	38.8%	26.5%	5.6%	1.2%
10	94							
10	95	254	792.8	24.4%	46.5%	22.0%	4.7%	2.4%
10	96	256	813.2	32.0%	48.0%	16.0%	3.9%	0.0%

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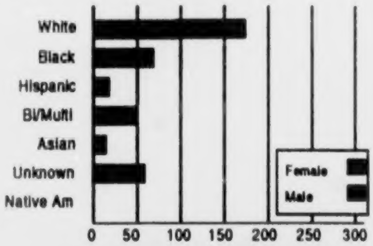
Department of Defense Education Activity
AFCENT Elementary School (PK-6)
1995/96 School Profile
Robert Nance, Principal

School Characteristics

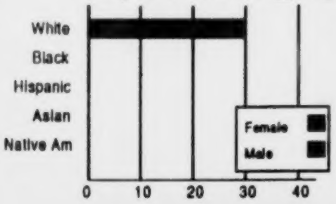
Student Enrollment - 381



Grade	#
PreK	48
K	65
1	41
2	50
3	53
4	45
5	42
6	37
Total	381

Sponsor's Affiliation	
Marine	<.5%
Army	51%
Navy	1%
Air Force	31%
Coast Guard	<.5%
Non-US Military	5%
US Civilians	12%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	56	15%
K-8	TAG	0	0%
K-12	ESL	35	11%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
24% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	11
> 10	16

School Staff

Category	FTE
Administrators	2
Classroom Teachers	18
Special Education	3.5
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	76%
Doctorate	0%

Principal's Highlights

AFCENT ES has made great strides with the Community Strategic Plan in its initial year. The school staff was thoroughly in-serviced in the process. They were ready to develop strategies and action plans for the benchmarks on which they elected to serve.

A strong, diverse leadership team was created and has served well as a catalyst for the SIP activities that have occurred this year. Parents were kept informed of the CSP and SIP process through surveys and information given in parent newsletters.

Committee work on the benchmarks was extensive. The technology benchmark group (10.8) set the pace by ensuring that all staff learned cc:mail and that student skills were attended to as they monitored the development of a Technology Scope and Sequence. The Technology Scope and Sequence is a part of a Technology Curriculum which will be implemented next school year. The benchmark 4.2 committee selected science, which became the curricular focus for the entire year. The science curriculum was revised and teachers dedicated themselves to ensuring a heavy dose of inquiry-based instruction occurred. The other benchmark committees collected baseline data that has already been analyzed to create further work this coming year. AES is off to a strong start.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Several baseline data studies have been conducted this year. Two reading surveys and one staff suvey have been constructed, distributed and results tabulated. The tabulated results of the reading across curriculum survey have been published for staff. Parents have received newsletters on reading improvement. A reading night for parents of students in Pre-K and K was developed.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

An inquiry-based science program is in place. The science resource room has been restructured and reorganized as a strategy to continue support of the science program. In-service for staff was held on the International Science Scope and Sequence. A need exists to solicit community involvement for classroom science activities. "Kidsnet" is on-line.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Baseline data has been gathered this school year. Two surveys have been developed and distributed - one for parents and one for teachers - to gather information about communication between home and school. Results are being tabulated. Baseline data will be used to develop and plan improvements. (See 3.1 and 4.2)

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A list of present forms of communication was compiled. A survey for parents was created, distributed during open house, and tabulated. Results have been distributed to the staff. The committee is formulating a survey for teachers and administrators. This baseline data will be used to develop more effective methods of communication for all constituents.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**89%**	**7%**	**2%**
Math	**79%**	**15%**	**2%**
Science	**61%**	**19%**	**2%**
Social Studies	**61%**	**18%**	**2%**
School Communications	**67%**	**25%**	**8%**

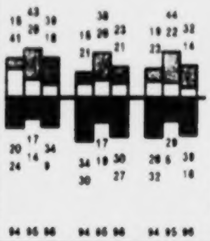
Benchmark 10.8: Establish Technology for teachers and administrators
The International Technology Scope and Sequence was developed, reviewed by staff, and is ready for dissemination. In-service cc:mail training was completed and 100% of the staff utilizes it. A procedure for maintenance and movement of students' disks is being developed and will be in use by the end of the school year. "Kidsnet" is on-line (see 4.2)

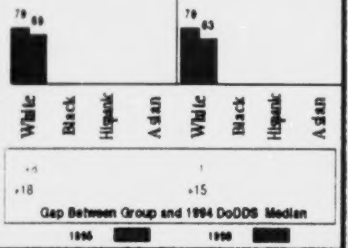
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	59.7	45.5	46.7	55	60
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	44	44	44	44	44

Percent of Students in Each Quarter



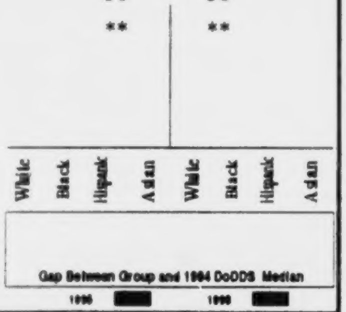


Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

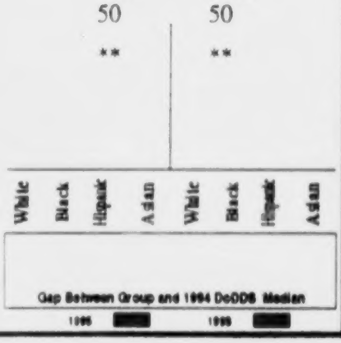


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	75%	66%	42%
	1995	N/A	72%	64%	41%
Math Avg Score	1994	N/A	486	472	479
	1995	N/A	506	480	482
Verbal Avg Score	1994	N/A	435	430	423
	1995	N/A	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

AFCENT ES
UNIT 21606
APO AE 09703-0005

DSN Phone:

Commercial Phone:
661-6912

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	71	742.1	17%	41%	35%	7%	0%
5	95	41	728.7	24%	44%	15%	15%	2%
5	96	56	735.3	25%	55%	18%	2%	0%

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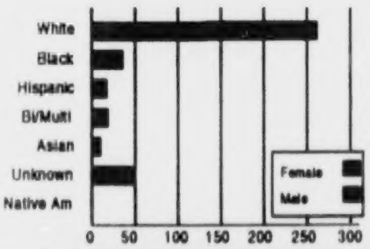
Department of Defense Education Activity
AFCENT High School (7-12)
1995/96 School Profile
Helen K. Galloway, Principal

School Characteristics

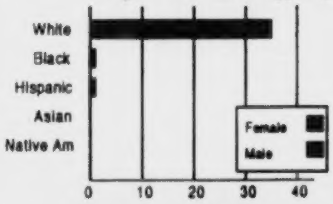
Student Enrollment - 395



Grade	#
7	90
8	65
9	73
10	66
11	47
12	54
Total	395

Sponsor's Affiliation	
Marine	1%
Army	25%
Navy	1%
Air Force	44%
Coast Guard	<.5%
Non-US Military	5%
US Civilians	26%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	1.5
Other Professionals	2

Special Programs			
Grade Offered	Program		
PK-12	Special Education	20	5%
K-8	TAG	0	0%
K-12	ESL	5	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	28	
AP Courses Offered		7	
Students Taking AP Courses		70	69%

Mobility Rate
15% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	1
7-10	1
> 10	27

Teacher Education	
Degree	% Teachers
BA/BS	27%
MA/MS	73%
Doctorate	0%

Principal's Highlights

AFCENT school, The Netherlands, was established in 1967 by the military school systems of America, Britain, Canada, and Germany. It is a unique school serving students from many NATO countries.

The high school is a 7-12 structure for US/Canadian students. The 7th and 8th grades function as a middle school with core subjects and a Personal Development and Relations period organized in teams. Options are foreign languages, PE, band, and exploratory (art, keyboarding, electronics, home economics, technology, computers, and study skills). The 9th -12th grade program focuses upon a well-rounded sequence of courses, ranging from advanced placement, Honors English, advanced math and science classes to vocational programs, home economics, and industrial technology. The arts are supported through art, music, and humanities courses. German, Spanish, and French are offered. Special needs programs include AVID and special education.

Teachers provide quality instruction, reinforce organizational skills, and establish shared expectations for behavior and achievement. Through the faculty steering committee, the school has established a new block schedule for next year with seminars for grades 9-12 meeting on alternate days. The 7th and 8th grades will have flexible blocks of time for teams and a seminar option.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

A faculty inservice on teaching strategies and methods to improve reading comprehension and stressing vocabulary in all areas was held. The plan is to continue training and implement program in fall. A sustained silent reading program for 7th and 8th graders was established. Grades 9th-12th implemented a block schedule with a possible sustained silent reading seminar next year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Math and science teachers received training on integrating technology into their respective programs. A science computer lab for chemistry was set up and will be completed in fall. The number of CTBS test taking days for students was in-creased. Staff development is planned for multicultural awareness in learning characteristics and promising teaching strategies.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A complete tiered and multi-faceted home/school action plan was developed. The action plan addresses all of the home/school partnership areas with actions and activities directed at each element of the local school community. This plan and the process used to develop the action plan has provided the structure for monitoring home/school partnership actions and activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A faculty steering committee of dept. chairs, admin., FRS, and other interested persons led to increased communication between all staff, a new AFCENT block schedule with seminar and a flexible middle school program for next year. A fully functional SIT and subcommittees, as per SIP guidelines and home/ school action plan, improved communication.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	75%	18%	5%
Math	72%	18%	6%
Science	62%	22%	9%
Social Studies	63%	22%	5%
School Communications	73%	20%	6%

Benchmark 10.8: Establish Technology for teachers and administrators

The technology needs assessment was updated. Staff participated in an in-service and TTF study group on Integrade, Internet and email, Word and Publisher for Windows. 7th graders taking keyboarding was implemented and will include 8th graders taking computer literacy next year. Main computer lab networked and on-line email and distance learning.

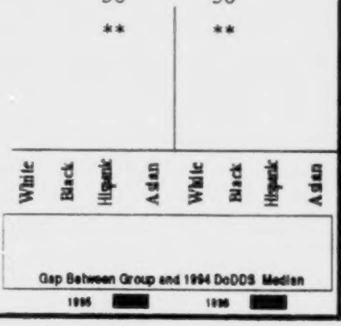
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.2 Math	 Science
School	**	**	**	**	**
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

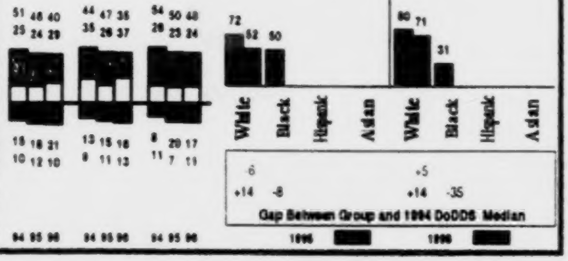
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.2 Math	 Science
School	66.6	65	72	48.8	70
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	87	87	86	87	87

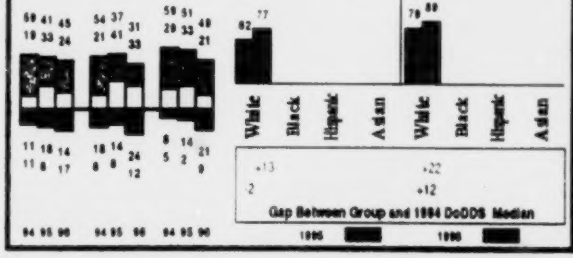
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.2 Math	 Science
School	73.3	58	74	63.5	79
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	42	42	43	42	43

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	87%	75%	66%	42%
	1995	100%	72%	64%	41%
Math Avg Score	1994	489	486	472	479
	1995	497	506	480	482
Verbal Avg Score	1994	423	435	430	423
	1995	457	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

AFCENT HS
UNIT 21606
APO AE 09703-0005

DSN Phone:

Commercial Phone:
45-5278260/1/2

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	78	747.4	17%	45%	17%	21%	1%
8	95	67	777.3	30%	24%	39%	8%	0%
8	96	59	774.4	25%	39%	27%	7%	0%
10	94	56	774.7	36%	21%	30%	9%	0%
10	95	69	806	30%	42%	25%	3%	1%
10	96	55	815.8	31%	53%	13%	4%	0%

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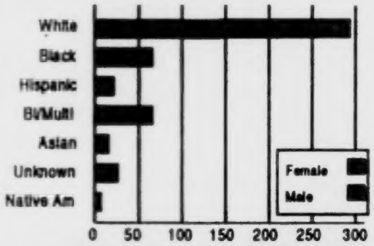
Department of Defense Education Activity
Bitburg Elementary School (PK-4)
1995/96 School Profile
Dorothy Behm, Principal

School Characteristics

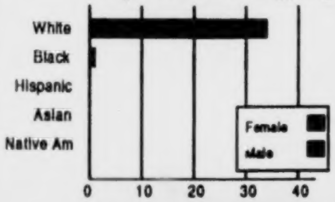
Student Enrollment - 492



Grade	#
PreK	7
K	111
1	110
2	90
3	89
4	85
Total	492

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	95%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	58	12%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
30% Per Year

Teacher Experience

Years	Teachers
New	
1-3	
4-6	
7-10	1
> 10	33

School Staff

Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	3.5
Other Professionals	7.5

Teacher Education

Degree	% Teachers
BA/BS	43%
MA/MS	57%
Doctorate	0%

Principal's Highlights

Bitburg Elementary and the Buechel Annex School provide instruction to a diverse student population Pre-K (handicapped) through Grade 4 in varied settings designed to meet the individual needs of all students.

A multi-age Primary Center (grades 1-4) is the most recent instructional innovation. A variety of enrichment opportunities is provided to all students. Use of technology is integral to learning.

Emphasis is on integrating skills from several areas of the curriculum into meaningful classroom activities that allow children to apply their knowledge and skills to real-life situations. Content focuses on basic skills in reading comprehension, oral and written communication, and mathematical computation and application as well as cooperation, responsibility, and learning how to learn.

Evaluation of student progress is based on a continuum of development toward a standard of excellence for each child. At Bitburg Elementary, we believe all students can learn and that our purpose as educators is to help all students succeed.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Staff focus has been on developing a rubric and prompt, administering and scoring local assessment to obtain baseline data which will be used to track progress. All teachers have been trained in holistic scoring . Follow-up will include further staff development for all teachers in the writing process. A cadre of parents will be trained in holistic scoring to assist staff.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

MathLand was successfully implemented in all classes. All teachers were trained in the math standards. Problem solving strategies to be taught at each grade level were identified. Baseline assessment to be administered in September 1996. "Math Mittwoch" allowed parents to experience a variety of hands-on math activities and applications.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A local "parent report card" survey was conducted to obtain baseline data. More than 110 parents were involved in volunteer activities throughout the school. Special resources for parents are available for checkout from library. Parents were instructed in math standards and Starlab, the district portable planetarium. Parents assist in sponsoring after school activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A newsletter to parents from the principal is distributed weekly. Many teachers also send regular class newsletters. Spot announcements which highlight school events, programs or curriculum are aired regularly on local radio and television stations.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	79%	13%	3%
Math	77%	15%	3%
Science	64%	17%	6%
Social Studies	63%	18%	4%
School Communications	89%	8%	2%

Benchmark 10.8: Establish Technology for teachers and administrators

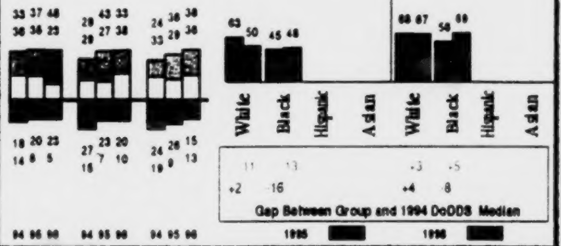
Keyboarding was taught to K-4 and end-of-year scores used as baseline data. A new lab was established and a minimum of six hours training provided to each teacher. Additional training is planned for the summer. Technology Fair held to showcase student multi-media products. Computer classes use software integrating skills with reading, math, social studies and health.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	75	66	66.3	49.3	65.5
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	77	77	78	78	78

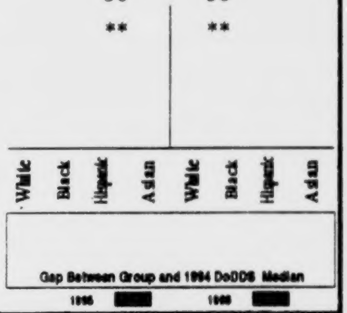
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

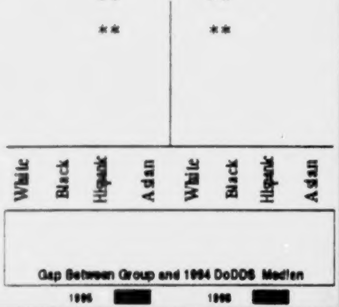


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

		School	District	DoDDS	Nation
% Participating	1994	N/A	75%	66%	42%
	1995	N/A	72%	64%	41%
Math Avg Score	1994	N/A	486	472	479
	1995	N/A	506	480	482
Verbal Avg Score	1994	N/A	435	430	423
	1995	N/A	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bitburg ES
52 SPTG/CCSE-B
UNIT 3820, BOX 45
APO AE 09126-2045

DSN Phone:
453-7215

Commercial Phone:
6561-5270

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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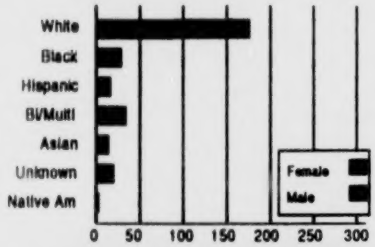
Department of Defense Education Activity
Bitburg Middle School (5-8)
1995/96 School Profile
James A. Lawther, Principal

School Characteristics

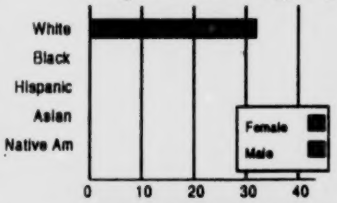
Student Enrollment - 292



Grade	#
5	85
6	72
7	69
8	66
Total	292

Sponsor's Affilation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	93%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	19
Special Education	2
Other Professionals	2.5

Special Programs			
Grade Offered	Program		
PK-12	Special Education	23	8%
K-8	TAG	0	0%
K-12	ESL	1	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	27	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
18% Per Year

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Teacher Education	
Degree	% Teachers
BA/BS	29%
MA/MS	71%
Doctorate	0%

Principal's Highlights

Increased parent involvement through program expansion which included parent training in CIRC, technology, and a science newsletter for parents.

Increased Honor Roll Participation to include between 70 and 80% of our students.

Participation in "Habits of the Heart". Clifton Taulbert, author of "Once Upon a Time When We Were Colored," met with staff, students, and parents twice this year. The sessions were well attended and received.

Increased publicity on local AFN television station concerning school events. Announcements are made at least once daily concerning each week's events.

Conducted Curricular Parent nights--well attended in both Reading and Math.

Higher CTBS scores--7th grade Science scores improved significantly.

Older computers made operational in a LAN lab. Classroom use of computers was significantly increased.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Staff Training in CIRC--Implemented use of CIRC strategies in classrooms. To increase interest in books, we use our closed circuit TV for student book talks. Book talks contain an abbreviated synopses of the book and what was best liked about the book and its author, as well as recommendations. Established an Electronic Portfolio of student work for technology.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

To build a sense of community, students produced video tapes from TV of "Habits of the Heart" which described the eight elements which build community, e.g., brotherhood. Students produced science newsletters to inform parents about school science and included a joint experiment for parents and students. Class use of cooperative learning/peer reinforcement strategies began.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Schoolwide parent conferences twice yearly. Conducted CIRC training for community which was well attended by parents and children. Event provided a social opportunity by including a meal prior to training. Began science experiment/activity for parent and students participation. Steps taken to establish MENTOR program (with the 52nd MED GROUP) for next year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Progress reports for all students each quarter. Minutes and agenda of SIP activities electronically sent to DSO. Training in use of cc:Mail for entire faculty. Published a weekly principal newsletter. AFRTS (local television station) announcements of BMS activities. Conducted schoolwide parent conferences twice this year.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	79%	14%	7%
Math	87%	11%	2%
Science	88%	10%	2%
Social Studies	80%	12%	6%
School Communications	77%	16%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

Conducted staff and community training in windows 3.1, cc:Mail, and MSWord 6, both during SIP days as well as after duty hours. To increase student use of computers during regular classroom time, an additional lab on a LAN network consisting of 30 (older 248 model) machines with a word processor was made available for student/teacher use.

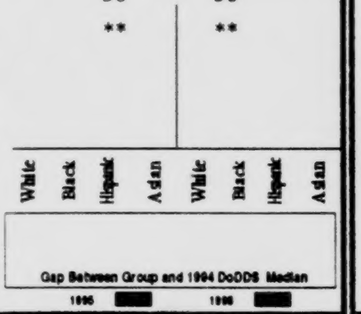
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

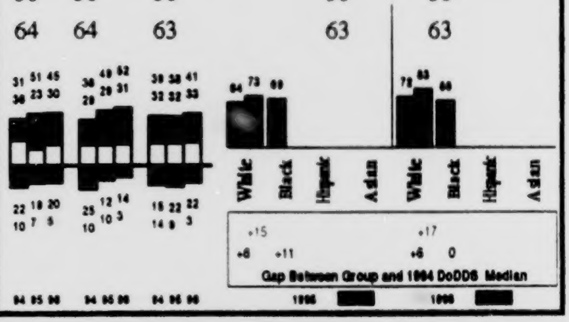
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	72.5	75.5	70.5	69	81.3
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	64	64	63	63	63

Percent of Students in Each Quarter

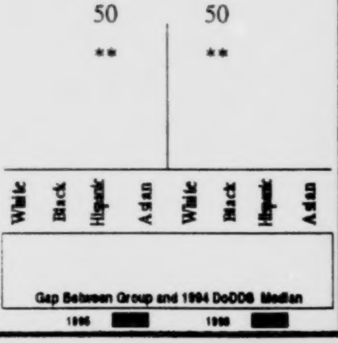


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	75%	66%	42%
	1995	N/A	72%	64%	41%
Math Avg Score	1994	N/A	486	472	479
	1995	N/A	506	480	482
Verbal Avg Score	1994	N/A	435	430	423
	1995	N/A	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bitburg MS
52 SPTG/CCSM-B
UNIT 3820, BOX 55
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DSN Phone:
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Commercial Phone:
6561-5266

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	165	749.2	21%	40%	32%	7%	0%
5	95	76	742	15%	61%	16%	8%	0%
5	96	69	759	32%	58%	10%	0%	0%
8	94	84	800.1	37%	43%	18%	1%	0%
8	95	57	749.5	49%	16%	18%	11%	2%
8	96	63	788.9	35%	48%	14%	0%	0%

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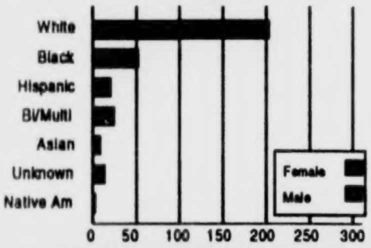
Department of Defense Education Activity
Bitburg High School (9-12)
1995/96 School Profile
Bill Boyer, Principal

School Characteristics

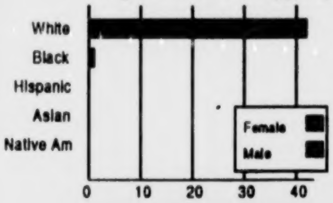
Student Enrollment - 327



Grade	#
9	103
10	91
11	75
12	58
Total	327

Sponsor's Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	88%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	15	5%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	30	
AP Courses Offered		7	
Students Taking AP Courses		86	64%

School Staff

Category	FTE
Administrators	2
Classroom Teachers	23.5
Special Education	3
Other Professionals	5

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	2
> 10	31

Teacher Education

Degree	% Teachers
BA/BS	26%
MA/MS	74%
Doctorate	0%

Mobility Rate
19% Per Year

Principal's Highlights

A school with 325 students in grades 9-12, we serve the community of the 52nd Fighter Wing at Spangdahlem AB. Change dominates Bitburg High School. First by drawdown, then by professional choice, changes have improved the teaching-learning process. The goal is to ensure that all students have access to quality curricular and extracurricular programs, and the opportunity to succeed. Implementation of the Block 8/ Seminar Schedule, in conjunction with other SIP iniatives, stem from this desire to benefit students.

Over 96% of the seniors graduate,71% attend a college or university, more than 73% earn a senior year GPA of 3.0 or above, and 56% maintain a four year GPA of 3.0 or above. Over 50% receive a scholarship, and this year 23 of 49 seniors earned over $33,000 in scholarships. Emphasis is on challenging students in higher level core and college required courses, including foreign languages. Career and computer technology electives, arts and humanities, health and PE, business and vocational/technical courses are available. AP courses are offered in upper level core, college required, and distance learning courses. The school is on a LAN with the Media Center, enhancing information access. AVID enables under-represented students to successfully challenge upper level, college required courses. A full spectrum of programs and services are available for all categories of learning disabled.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The school adopted criteria to promote writing skills schoolwide. The English Dept developed a writing handbook for parents, students, and teachers. We established baseline information on the four types of writing listed in our handbook. Students practiced the use of correct English language conventions when they wrote assignments and answered essay questions on tests.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Math teachers identified students with below average math skills. To improve those basic skills, the school established a tutoring program called "Math 911". In addition, students were encouraged to use estimation and computation skills schoolwide.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

To improve communication we created and distributed a pamphlet explaining the School Improvement Process. A writing handbook was also developed and distributed throughout the community. Parents were used as guest speakers in many classrooms. Our "Families and Schools Together" Program has initiated a special newsletter to solicit parent involvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our school uses the local Air Force Network to reach the community by both radio and TV. We created a pamphlet to describe our SI plan. Our writing handbook was given to parents, students and teachers. Our FAST program coordinator/teacher initiated a series of newsletters to parents. We publish a monthly newsletter as well as a special newsletter from the guidance office.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	73%	21%	5%
Math	70%	24%	5%
Science	66%	25%	4%
Social Studies	74%	19%	5%
School Communications	76%	21%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

We completed plans to integrate the appropriate use of technology for writing across the curriculum and for math computation skills. The technology committee provided training to the staff in record keeping, word processing, internet use, and basic computer functions.

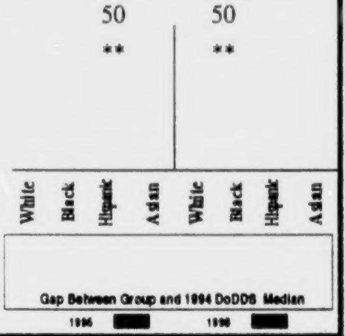
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

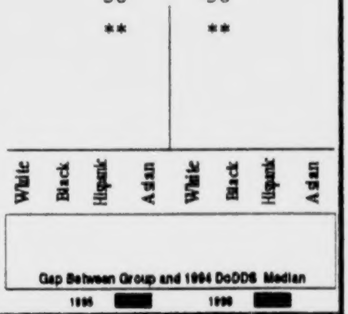


Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

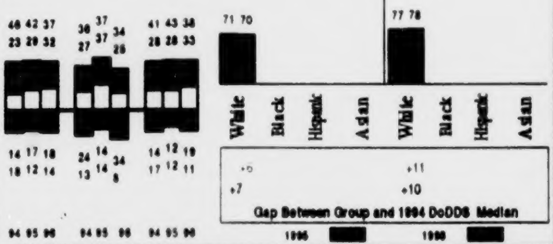
NOT APPLICABLE



Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63	62	70.3	60	62
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	63	65	64	62	65

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	75%	75%	66%	42%
	1995	75%	72%	64%	41%
Math Avg Score	1994	458	486	472	479
	1995	467	506	480	482
Verbal Avg Score	1994	438	435	430	423
	1995	428	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bitburg HS
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UNIT 3820, BOX 50
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DSN Phone:
453-7937/7938

Commercial Phone:
6561-18913/4/5

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	94	95	785.4	33%	24%	33%	10%	1%
10	95	82	777.6	9%	51%	32%	7%	0%
10	96	84	797.2	23%	49%	23%	6%	0%

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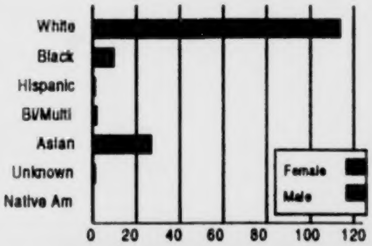
Department of Defense Education Activity
Bonn Elementary School (PK-5)
1995/96 School Profile

Susan Martz-Cothran, Principal

School Characteristics

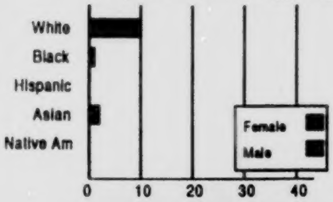
Student Enrollment - 155



Grade	#
PreK	1
K	20
1	26
2	28
3	29
4	30
5	21
Total	155

Sponsor's Affiliation	
Marine	<.5%
Army	4%
Navy	3%
Air Force	5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	35%
Non-US Civilians	54%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	18	12%
K-8	TAG	0	0%
K-12	ESL	77	50%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
22% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	12

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	8.5
Special Education	1
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	45%
MA/MS	55%
Doctorate	0%

Principal's Highlights

The highlights of Bonn Elementry school improvement this year included being granted Outcomes Accreditation Status and planning with the School Improvement Team (SIT). It was encouraging to see the team building, sharing and taking risks by parents and teachers to improve instruction. It was a delight to work with the SIT. Our pilot math teacher was a tremendous asset to teachers and parents in understanding our math program and math expectancies in this transitional year. The focus of the staff on MathLand included the support for Math Olympiads, continuing problem solving strategies from our former SIP. Students, teachers and parents are talking positively about math. Co-teaching math lessons to support our combination classes and special education needs was also a highlight.

The Young Authors and writing process have helped all students write more, leading to improved spelling skills, editing and reading overall. I am proud of all our students for being published writers. Teachers' technology skills improved. We provided assistance, more equipment and access to equipment. This has been a major accomplishment with no money provided. Group conferences, portfolios and narratives have improved communications with parents.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Based on CTBS results, faculty selected to improve spelling across all areas. Faculty completed task analysis of teacher needs and shared about spelling program.Teacher training in technology, CIRC and writing process clarified and integrated spelling improvement across curricula. 100% students published book at Young Author's Day.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

All teachers had training in MathLand and demonstration lessons provided by our pilot teacher. All classroom teachers were observed teaching MathLand. Students, teachers and parents participated in math activities at home. A Parent Math night was successfully implemented.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents participated in MathLand and spelling activities, such as: "Reading at Home Calendars", Math Night, Young Authors' Day, group conferences, weekly student articles in newsletter, 100% parent participation for individual conferences, and group conferences K-3, 98%. Our PTSA purchased "Math Power" for each family.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective Communication Systems for all DoDEA constituencies: Weekly newsletters, group conferences, and open houses were opportunities for parents to see curriculum in action.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**74%**	**18%**	**6%**
Math	**68%**	**22%**	**10%**
Science	**59%**	**26%**	**8%**
Social Studies	**62%**	**25%**	**6%**
School Communications	**86%**	**11%**	**3%**

Benchmark 10.8: Establish Technology for teachers and administrators

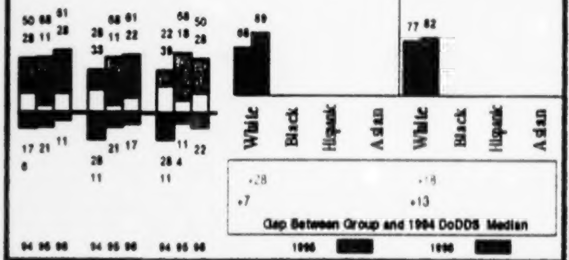
Bonn ES teachers have all been entered on electronic mail and encouraged to use it for communication. The school has successfully connected each classroom to an Apple LAN. Each classroom has 1 to 6 computers for regular daily use in writing and problem solving. A computer assistant was hired to work with computers, teachers, and students.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	82	79	75.5	88.3	76.5
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	18	18	18	18	18

Percent of Students in Each Quarter

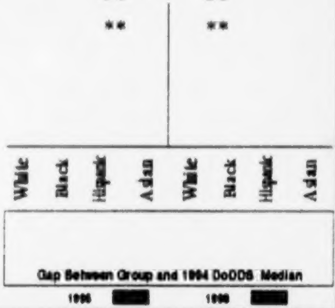


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

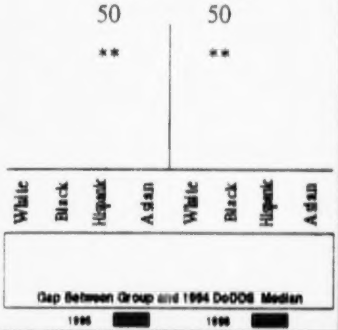


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
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	1995	N/A	72%	64%	41%
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Verbal Avg Score	1994	N/A	435	430	423
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Notes

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CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bonn ES
PSC 117, BOX 125
APO AE 09080-0005

DSN Phone:

Commercial Phone:
228-378041/2

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	27	788.2	33%	48%	19%	0%	0%
5	95	29	773.7	21%	66%	10%	3%	0%
5	96	22	753.6	36%	55%	9%	0%	0%

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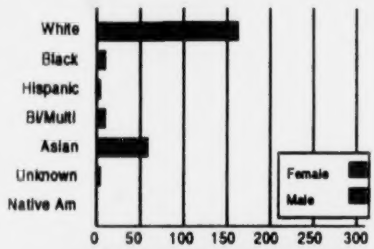
Department of Defense Education Activity
Bonn High School (6-12)
1995/96 School Profile
Lavonne Tawney, Principal

School Characteristics

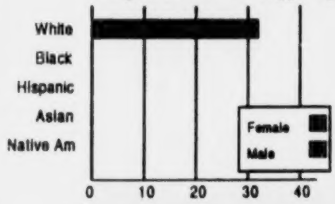
Student Enrollment - 250



Grade	#
6	31
7	31
8	26
9	44
10	38
11	43
12	37
Total	250

Sponsor's Affiliation	
Marine	<.5%
Army	4%
Navy	<.5%
Air Force	8%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	32%
Non-US Civilians	55%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	0.5
Other Professionals	2

Special Programs			
Grade Offered	Program		
PK-12	Special Education	3	1%
K-8	TAG	0	0%
K-12	ESL	45	18%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		2	
Students Taking AP Courses		8	10%

Mobility Rate
17% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	2
7-10	0
> 10	23

Teacher Education	
Degree	% Teachers
BA/BS	24%
MA/MS	76%
Doctorate	0%

Principal's Highlights

Bonn High School student achievement of 81% on the March 1995 CTBS Battery proved very challenging with regard to identification of goals for Benchmark 3.1 and 4.2. Evaluation of CTBS scores revealed the schoolwide average of 65% on the Language Mechanics sub-test. This goal was selected with the realization that 57% of our students reflect 32 nationalities and that our goal of 5% improvement would be challenging for all students. Patterns, Relationships, and Functions was chosen as Goal 4.1, and its application to data analysis and interpretation in the math and science departments has affected achievement in all curricular areas. Goal 8.1 was especially challenging for our school because our school population is made up of students from 32 different nationalities. The Technology Committee has been extremely successful in promoting staff and parent use of technology for communication purposes. The school and community survey revealed a need to expand training to include faculty and parents. This was accomplished by offering a course in Word 6 with funds approved through the District SIP. The survey conducted by this committee of the entire faculty with regard to current technology in use within the school will provide valuable information for the 1996/97 SILT team.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Strategies focused on improvement of student performance on CTBS Language Mechanics scores and application in daily usage. Publication of an incorrect sentence in the Daily Bulletin, with corrections the following day, greatly increased student interest, awareness and performance in applying correct grammatical conventions and punctuation of written materials.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The Mathematics and Science Departments focused on improving student skills in data interpretation and graphing. Strategies incorporated included emphasis on graphic interpretation, data analysis on lab reports, and communication of the results in a concise manner. Plans for the future include the extension and integration of this goal into all curricular areas.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Committee established representing a cross-section of community and staff. A committee outcome was Bonn Bulletin, interactive bi-monthly parent newsletter, to support strategies for goals 3,4,10.7,10.8. It provided parents with a way for school communication. Schoolwide Technology Day enhanced awareness of technology use in school and promoted parental involvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Technology Committee sponsored workshops, tripled faculty use of cc:Mail and increased both faculty and parental use of Word 6. It shared strategies with the Bitburg HS SLT Chair and Tech Committee and communicated with the Brussels DSO SIP Coordinator. Parents increased awareness of technology in school by observing students at Technology Day/Open House.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	72%	20%	6%
Math	65%	25%	7%
Science	64%	27%	4%
Social Studies	68%	22%	6%
School Communications	74%	21%	6%

Benchmark 10.8: Establish Technology for teachers and administrators

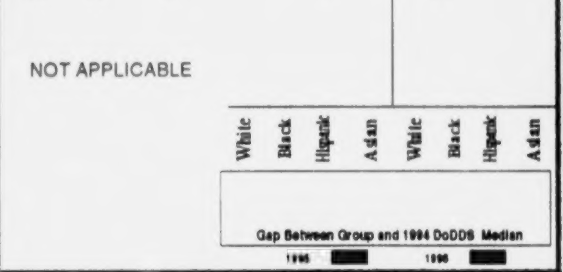
Technology Committee completed strategies: Sponsored Workshop for teachers; Conducted pre and post computer usage surveys; Conducted word processing courses for students, parents, and teachers; Co-sponsored a Tech Day/Open House for Parents; Conducted faculty survey to determine future tech needs to support instructional programs across the curriculum.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

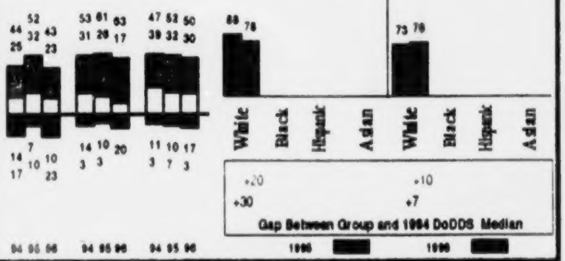
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68	82.5	78	78.7	75.7
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	30	30	30	30	30

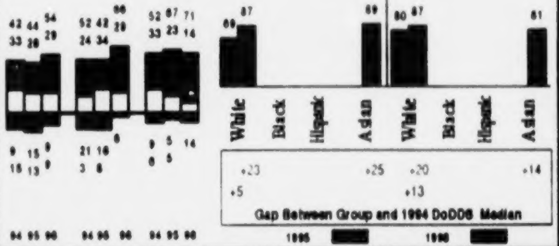
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	80	84	85.3	86.7	85.3
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	35	35	35	35	35

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	81%	75%	66%	42%
	1995	56%	72%	64%	41%
Math Avg Score	1994	488	486	472	479
	1995	573	506	480	482
Verbal Avg Score	1994	400	435	430	423
	1995	450	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bonn MS/HS

PSC 117, BOX 390

APO AE 09080

DSN Phone:
327-2142/3/6

Commercial Phone:
228-379234

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	33	811	58%	27%	6%	6%	3%
8	95	38	840.1	71%	13%	11%	5%	0%
8	96	29	824.1	48%	35%	14%	3%	0%
10	94	35	868.7	71%	17%	11%	0%	0%
10	95	49	832	47%	45%	4%	2%	2%
10	96	33	852.4	55%	42%	3%	0%	0%

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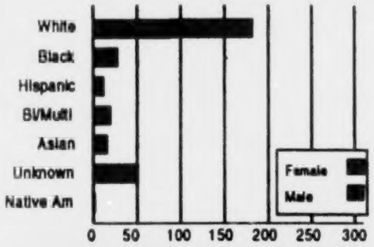
Department of Defense Education Activity
Brussels Elementary/High School (PK-12)
1995/96 School Profile
Harold Haggard, Principal

School Characteristics

Student Enrollment - 312

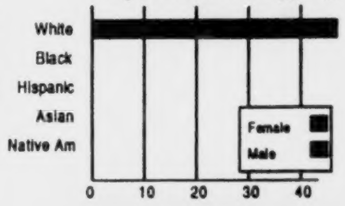


Grade	#
PreK	1
K	11
1	22
2	26
3	24
4	24
5	28
6	21
7	22
8	29
9	26
10	25
11	30
12	23
Total	312

Mobility Rate
21% Per Year

Sponsor's Affiliation	
Marine	2%
Army	33%
Navy	11%
Air Force	21%
Coast Guard	<.5%
Non-US Military	4%
US Civilians	22%
Non-US Civilians	7%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	22	7%
K-8	TAG	0	0%
K-12	ESL	27	9%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		9	
Students Taking AP Courses		40	75%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	4
7-10	1
> 10	24

School Staff

Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	2
Other Professionals	5

Teacher Education

Degree	% Teacher
BA/BS	26%
MA/MS	71%
Doctorate	3%

Principal's Highlights

Brussels American School, located in Brussels, Belgium, is a K-12 school which serves NATO personnel and a 320 student population including 18 different nationalities. After studying test scores, which are among the best in DoDDS, the greatest challenge facing the leadership team was to find worthwhile school improvement initiatives that were mutually acceptable to all stakeholders. The buy-in of educators required hours of extra work to overcome the challenges of the new directions being charted by above-school leaders.

The transition to the new school improvement process has been characterized by active participation of Brussels American School parents. Initially, the chair of the leadership team was a parent representative. Active parental participation is one among many of the factors praised by the NCA visiting team during their May visit. This is a major success when one recognizes the difficulty associated with reaching a consensus with what can be diverse extremes: parents/teachers and elementary/secondary educators.

The Brussels staff worked diligently to take goals which do not represent local problems/needs and create a school improvement plan which is meaningful in this school community.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

BAS will work on cross-curricular writing in all content areas. Each quarter, students will produce and edit a written document in Language Arts/English classes. Teachers determined the form of a learning log to be used SY 96/97. BAS has identified in-house instructors to train in holistic scoring and rubrics guidelines. This training will be given first term of school year 1996/7.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategy on increasing writing content of math classes emphasizing math connections with other curriculum content areas. Strategies will improve student's understanding and clarity of expression. BAS will measure the growth in math achievement by preliminary and follow-up assessments. All math teachers agree to implement in term one of 1996/7.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

BAS plans to include parents in staff development activities for sessions which involve commitment to writing. BAS has instituted a training program for parent volunteers. Parent volunteers will have a training session prior to the start of school in August of 1996. One member of the SIT attended the School/Home Partnership Conference in April.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

BAS instituted a bulletin board in the school foyer for display of material from BASAC, PTSO, Boosters Club, and the SILT. This is prominently displayed and used by the organizations. The school held a successful volunteer recognition program in May. Several classes and groups with the school made presentations in conjunction with the popular PTSO Talent Show.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**72%**	**24%**	**4%**
Math	**84%**	**14%**	**2%**
Science	**59%**	**27%**	**10%**
Social Studies	**57%**	**23%**	**14%**
School Communications	**75%**	**19%**	**6%**

Benchmark 10.8: Establish Technology for teachers and administrators

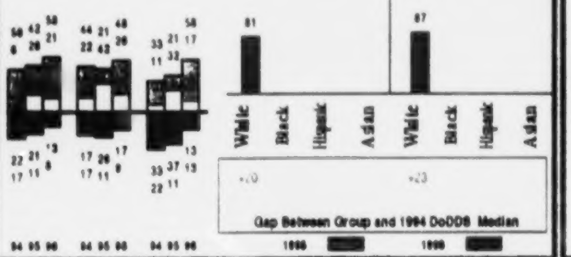
BAS has an on-going procedure to identify technology needs. The library created a more effective space for students to use the existing library based computers.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	82	73	82.5	79	65.5
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	24	23	24	24	24

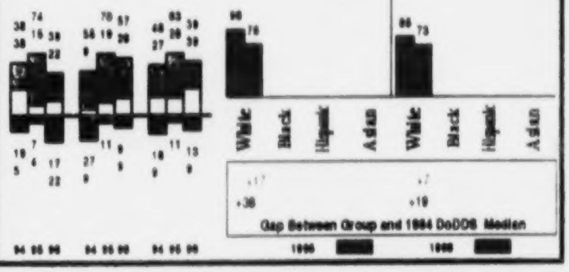
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	70	77	65	71	71
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	23	23	23	23	23

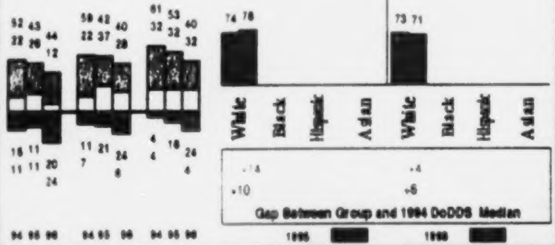
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	63	71	71.5	78.3	70
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	25	25	25	25	25

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	93%	75%	66%	42%
	1995	86%	72%	64%	41%
Math Avg Score	1994	532	486	472	479
	1995	546	506	480	482
Verbal Avg Score	1994	444	435	430	423
	1995	449	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Brussels ES/HS
PSC 79, BOX 003
APO AE 09724-0005

DSN Phone:

Commercial Phone:
27-315625/6

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	13	764.8	23%	54%	15%	8%	0%
5	95	15	810.5	47%	47%	7%	0%	0%
5	96	26	774.9	50%	42%	8%	0%	0%
8	94	23	772.7	22%	39%	22%	17%	0%
8	95	31	831.9	55%	29%	16%	0%	0%
8	96	321	783.6	30%	37%	27%	6%	0%
10	94	25	804.3	32%	28%	32%	8%	0%
10	95							
10	96	20	836.5	55%	30%	15%	0%	0%

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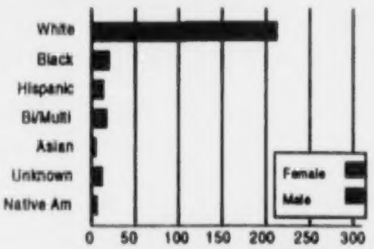
Department of Defense Education Activity
Geilenkirchen Elementary School (K-6)
1995/96 School Profile
James Van Dierendonck, Principal

School Characteristics

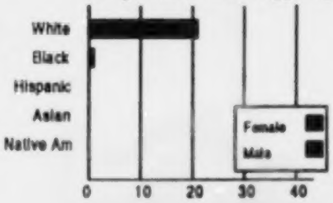
Student Enrollment - 285



Grade	#
K	45
1	51
2	43
3	39
4	35
5	46
6	26
Total	285

Sponsor's Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	94%
Coast Guard	<.5%
Non-US Military	4%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	12	4%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
20% Per Year

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	2
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	30%
MA/MS	65%
Doctorate	5%

Principal's Highlights

The School Improvement Plan was established in November with full community participation. The major emphasis was in the following areas: the writing process, measurement using science equipment, implementing "Kidsnet," increasing parent/school communication, involving parents in the writing process, increasing use of computers within the classroom, establishing a Computer Literacy Management Card for each student and increasing student and staff proficiency in computer literacy.

Geilenkirchen Elementary School educates a diverse group of students and is located on a NATO base. Students are often non-English speaking, or speak English as a second language. Although our school is housed in many different buildings, the faculty and staff work cohesively to service the student body and their parents.

We enjoy a unique relationship with the Mission Support Wing who consistently assist in areas of technology. State-of-the-art hardware and software are used in our computer lab by students and staff consistently.

We strive to develop each child to his /her full potential. Teachers use cooperative learning and focus on varied motivational programs to encourage students to perform at their highest ability level. Based on survey results and test results, our goals for student performance are consistently above national norms.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Holistic Scoring rubrics were developed for Grades 3 -6. Prompts were given and assessed. Author's Day was held for students and parents to experience the writing process. Computers were used for all stages of the writing process. Extension activities include writing letters, journals, and books. CTBS scores increased by .5% in writing conventions and editing skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Grades 3-6 scored an average of 16% above national scores the science battery. In all test sub-sections, Grade 3-6 students scored at least 9% above national average. In addition, teacher selected pre-tests and sub-tests were given to assess skills and all students showed improvement. Kidsnet was installed and teachers trained to implement the program.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Two-way communication established between 100% of parents and school on a weekly basis. Parents trained to manage the Apple Lab and worked weekly with students in writing process and various programs. Parents were involved with fund raising activities for special student activities through PTSA and FAST. Parent's workshop on Bloom's Taxonomy is planned.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school has established an envelope system for two-way communication on a weekly basis. Plans are being made for parent training in the writing process. Mission Support Wing has continually assisted the computer program and will continue to do so. Conference days are scheduled with consideration of base activities. Parent feedback has been very positive.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	69%	22%	4%
Math	68%	21%	6%
Science	42%	32%	11%
Social Studies	53%	27%	6%
School Communications	69%	25%	6%

Benchmark 10.8: Establish Technology for teachers and administrators

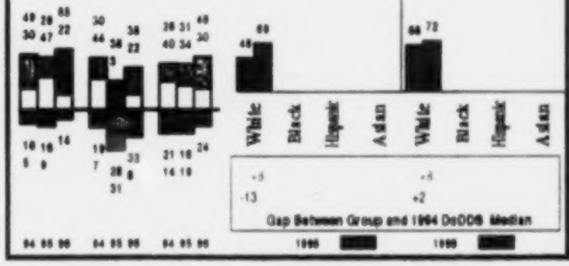
Lab upgrade and plans for networking augmented technology goals. Teacher training on cc:Mail, MS Office, "Kidsnet" to integrate technology across the curriculum was accomplished. Coordinated Volunteer Program for parents to assist with Lab instruction and partnership of Mission Support Wing and the School are two of our technology goals which were accomplished.

CTBS Test Results

Grade 3

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	83	61	64	68	71.3
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	37	37	37	37	37

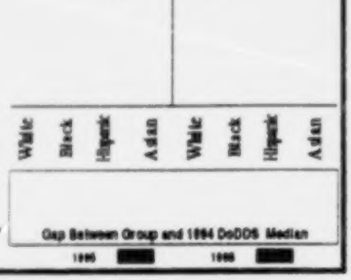
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

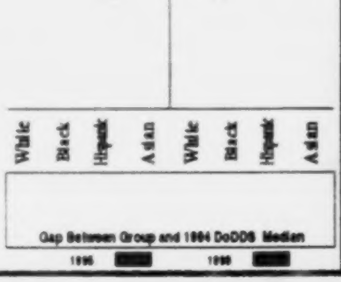


Grade 11

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	N/A	75%	66%	42%
	1995	N/A	72%	64%	41%
Math Avg Score	1994	N/A	486	472	479
	1995	N/A	506	480	482
Verbal Avg Score	1994	N/A	435	430	423
	1995	N/A	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Geilenkirchen ES
UNIT 8045
APO AE 09104-0005

DSN Phone:

Commercial Phone:
2451-67725

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	36	780.2	22%	61%	17%	0%	0%
5	95	32	752.6	22%	63%	9%	6%	0%
5	96	43	786.3	49%	49%	2%	0%	0%

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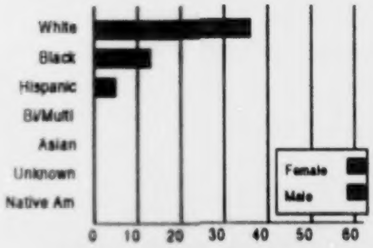
Department of Defense Education Activity
Kleine Brogel Elementary School (K-6)
1995/96 School Profile
Steve Hain, Principal

School Characteristics

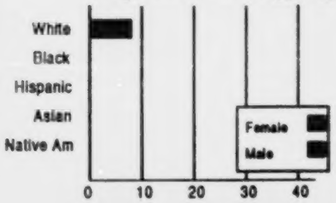
Student Enrollment - 54



Grade	#
K	8
1	6
2	11
3	10
4	3
5	6
6	10
Total	54

Sponsor's Affiliation	
Marine	<.5%
Army	19%
Navy	<.5%
Air Force	80%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	7	13%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
24% Per Year

Teacher Experience	
Years	Teacher
New	0
1-3	0
4-6	0
7-10	1
> 10	5

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	4
Special Education	0.5
Other Professionals	0.5

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	60%
Doctorate	0%

Principal's Highlights

The Kleine Brogel Elementary School faculty has created the vision of making our school the finest "small school" in DoDEA. We have made the commitment to provide a safe and secure environment where all students have the opportunity to excel academically, socially, and emotionally. It is our desire to provide an atmosphere where the students are encouraged develop positive social skills that will allow them to be contributing adults. This means students must learn to be flexible and team oriented. Academics, with high expectations, sustain the support structure of the entire program. The Home/School Partnership initiative encouraged active parental participation and involvement in our school. This initiative will be a major focus for use during the 1996-1997 school year. In addition to the basic curricular subjects, the Kleine Brogel students are given opportunities to acquire skills in dealing with a rapidly changing technological world. Technology is interwoven throughout the curriculum via direct instruction and increased computer time on classroom and library computer workstations. Daily use of technology serves as an extension of every learning mode. Klein Brogel Elementary School's small staff of five has done more than a small staff could or should be expected to accomplish. We're proud of these accomplishments, and of the benefits reaped by our students.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The Teacher Trainer Facilitator in-serviced the entire staff on the writing process called Writer's Workshop. Writer's Workshop is used by all faculty at least three times a week in all grades. It is being integrated into math, science, social studies, language arts and reading. A follow-up training is planned for SY 96-97. This training will include protfolio assessment of students' work.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategies focused on implementing new math standards. This incorporated learning many new pedogological methods such as cooperative learning, Convince Me!, and many strategies of the new MathLand text. All faculty members are integrating the math standards in grades K-6. Math technology is available to all students in classrooms or in Library computer lab.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

One faculty member belongs to DSO steering committee of DoDEA's School/ Home Partnership Initiative. This faculty member attended School/Home Partnership conference in April and another member attended May meeting. School/Home Partnership is faculty major emphasis of SY96-97 to increase positive parental involvement and participation in meaningful activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Thursday's Notes, our weekly communication letter to parents, teachers' newsletters, home projects for families, open house, and parent volunteers were successfully carried out. A multi-cultural pot luck dinner was held in May with student projects displayed and parents sharing their cultural dishes. Parent/Teacher conferences held at end of quarter and as needed.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**57%**	**24%**	**19%**
Math	**65%**	**30%**	**5%**
Science	**65%**	**25%**	**5%**
Social Studies	**45%**	**45%**	**10%**
School Communications	**57%**	**29%**	**14%**

Benchmark 10.8: Establish Technology for teachers and administrators

All teachers increased the use of computers in classrooms and in the library. All students are word processing; K-2 with adult supervision and 3-6 independently. Grades 3-6 are learning keyboarding skills. Grades 1-2 are exploring art and graphics by using KidPix. The use of technology will be integrated even more next year. All faculty are online, in-serviced and use cc:Mail.

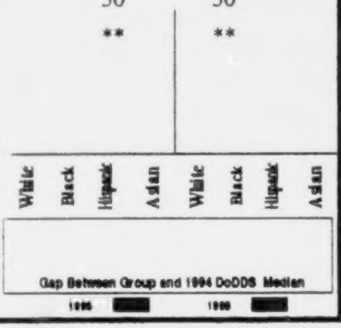
CTBS Test Results

Grade 3

1996 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	**	**	**	**	**
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

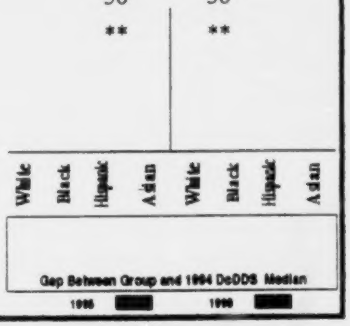


Grade 7

1996 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	**	**	**	**	**
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

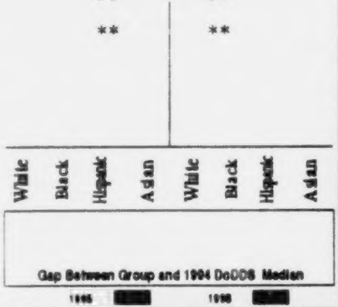


Grade 11

1996 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	**	**	**	**	**
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	75%	66%	42%
	1995	N/A	72%	64%	41%
Math Avg Score	1994	N/A	486	472	479
	1995	N/A	506	480	482
Verbal Avg Score	1994	N/A	435	430	423
	1995	N/A	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kleine Brogel ES
617 MUNSS - UNIT 21903
APO AE 09713

DSN Phone:

Commercial Phone:
11-792527

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**

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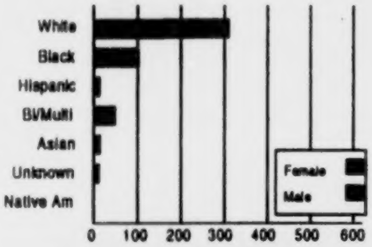
Department of Defense Education Activity
SHAPE Elementary School (PK-6)
1995/96 School Profile
Linda L. Curtis, Principal

School Characteristics

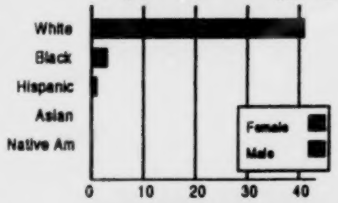
Student Enrollment - 506



Grade	#
PreK	2
K	70
1	66
2	61
3	91
4	77
5	71
6	68
Total	506

Sponsor's Affiliation	
Marine	1%
Army	52%
Navy	5%
Air Force	24%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grades Offered	[illegible]		
PK-12	**Special Education**	62	12%
K-8	TAG	42	8%
K-12	ESL	53	11%
1	**Reading Recovery**	17	26%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
26% Per Year

Teacher Experience

Years	Teachers #
New	0
1-3	0
4-6	0
7-10	16
> 10	22

School Staff

Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	4.5
Other Professionals	7.5

Teacher Education

Degree	% Teachers
BA/BS	44%
MA/MS	56%
Doctorate	0%

Principal's Highlights

SHAPE ES promotes school-home partnership by providing meaningful experiences for adults within the school environment. Research shows that student achievement is directly related to parental involvement. Activities involving parents included tutors in reading and math, presentations for Career Week, materials preparation, monthly curriculum meetings, and all School Improvement inservices and workshops. We offer Parent University where parents take child development courses. In September our teachers will be offering training for parent volunteers in Computer Technology, MathLand, Cooperative Learning, Reading, and Writer's Workshop. These classes familiarize parents with the routines and methods of teaching so they can become more actively involved with students in the classroom.

To promote language arts skills, students write daily in journals in all subject areas. Teachers developed rubrics at each grade level to assess student writing. Thematic, long-range planning is a schoolwide goal. The enrichment program in art and music coordinated activities that reflect the social studies standards. SES provides a multicultural learning environment that promotes competence and self-worth. All children can succeed and our task is to provide the environment and academic and social skills necessary for each child to realize his/her potential.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Strategies have focused on the writing process across the curriculum. Separate assessment rubrics were developed for early childhood and intermediate grades. Holistic scoring for writing will be taught to the whole staff next Fall. All students will complete a writing sample by end of September 1996 for use as baseline data.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Training and implementation of MathLand material continued all year. Increased student use of math manipulatives showed an increase in number of students mastering concepts in grades 4 and 6 on CTBS.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Training sessions for parent volunteers are planned for September and October 1996 to involve parents more in the curriculum. A parent survey at Spring registration showed a high interest level among parents for volunteering next year. September '95 through January '96 averaged 77 volunteers per month with the greater numbers in the primary grades.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Weekly parent newsletters inform parents of important school activities. First grade parent orientation on the first day of school and a second semester parent orientation is being added for next year. An additional parent-teacher conference day is being added at the end of the second and third grading periods for next year.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	72%	21%	4%
Math	73%	19%	5%
Science	61%	24%	8%
Social Studies	61%	25%	4%
School Communications	75%	19%	6%

Benchmark 10.8: Establish Technology for teachers and administrators

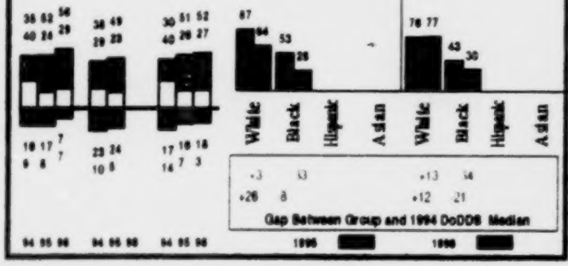
Initial training has been completed for all faculty members on cc:Mail, library system of computer book checkout and research (OPAC), and new math software. Additional training will be planned for next year as needed. The Mac computer lab has 100% usage.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70.3	60	73	59.4	70.2
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	89	89	87	87	87

Percent of Students in Each Quarter

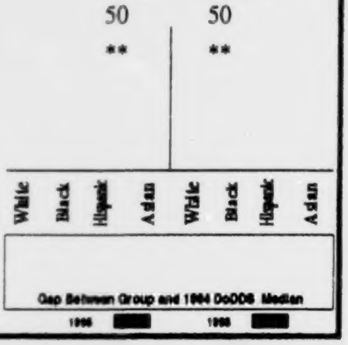


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

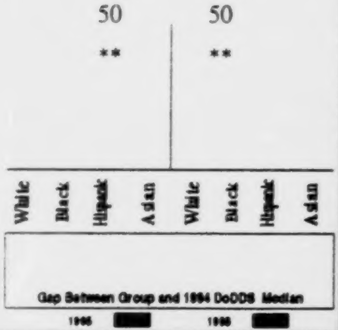


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	75%	66%	42%
	1995	N/A	72%	64%	41%
Math Avg Score	1994	N/A	486	472	479
	1995	N/A	506	480	482
Verbal Avg Score	1994	N/A	435	430	423
	1995	N/A	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

SHAPE ES
CMR 451, BOX 0005
APO AE 09708

DSN Phone:
423-5718/9

Commercial Phone:
32-65-44-5718/9

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	58	711.1	7%	43%	38%	10%	2%
5	95	69	744.8	15%	62%	16%	7%	0%
5	96	61	727.4	26%	56%	13%	3%	2%

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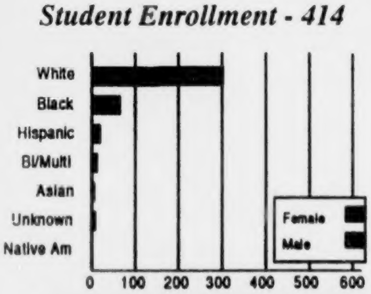
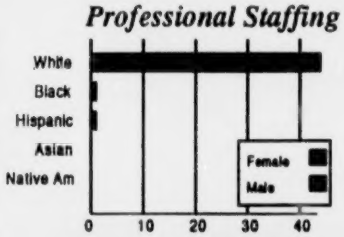
Department of Defense Education Activity
SHAPE Junior High/High School (7-12)
1995/96 School Profile
Barbara Ferg-Carter, Principal

School Characteristics



Grade	#
7	84
8	79
9	82
10	63
11	47
12	59
Total	414

Sponsor's Affiliation	
Marine	2%
Army	38%
Navy	3%
Air Force	21%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	37%
Non-US Civilians	<.5%



Special Programs

Grade Offered	Program		
PK-12	Special Education	26	6%
K-8	TAG	0	0%
K-12	ESL	45	11%
1	Reading Recovery	N/A	N/A
7-12	AVID	41	
AP Courses Offered		9	
Students Taking AP Courses		81	76%

Mobility Rate
17% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	16
> 10	22

School Staff

Category	FTE
Administrators	2
Classroom Teachers	29.5
Special Education	2
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	30%
MA/MS	70%
Doctorate	0%

Principal's Highlights

The SHAPE American High School faculty has moved from initial resistance in 1991 to greater receptivity to change in 1996. In our fourth year of building mutual trust and working cooperatively, the faculty, administration, staff, students, and community are becoming aware that change is necessary if we are to define the future of our school and realize our vision.

The unique focus of our school is our international student population. Of 450+ students at SHAPE American High School, nearly 30% represent 17 different nationalities and 15 different languages. Walking through the corridors and stepping into the classrooms provide a glimpse of global interaction as it should be in the 21st century. Through integrated study trips, special class sessions, Model United Nations, Model NATO, the SHAPE International Study Council, and extracurricular activities, students-including those who participate from the Belgian and German High Schools-enjoy many opportunities for cultural and personal growth.

While the SIT leadership remains the same as last year, all members but one are new, bringing fresh ideas to school improvement planning. Translating the school improvement plan into action--and ultimately a product--is a hurdle yet to be overcome.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Our focus in on language arts. Our two priorities are the establishment and regular use of a computer writing center and students' use of writing in order to communicate their learning in every curricular area. Student writing will continue to be published in every possible form and forum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Our goal is to increase participation and achievement in the areas of math and science by (a) reinforcing the support network for students (AVID, Academic Study & Coaching, Seminar, etc.); and (b) focusing on diverse instructional strategies to address culture-based learning styles and students' active participation.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our school is fortunate in having the parent of three of our high school students as the School-Home Partnership trainer for the Brussels District. Our mutual goal is to (a) increase parent awareness of all aspects of school life and volunteer opportunities; and (b) encourage parents to become active participants in their children's education.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our focus is the use of technology-including LAN, InteGrade, Internet, and Lotus Notes-to facilitate effective communication and increase accountability within and without the school.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	73%	19%	7%
Math	69%	23%	6%
Science	63%	26%	9%
Social Studies	63%	29%	3%
School Communications	45%	27%	27%

Benchmark 10.8: Establish Technology for teachers and administrators

Establish Electronic Technology for Teachers and Administrators: Our strategies toward fulfillment of this goal include establishing a computer writing center, increasing teacher use of technology, and making full use of local resources to include student-trainers and parent volunteers.

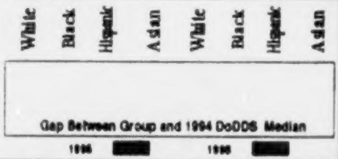
CTBS Test Results

Grade 3

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

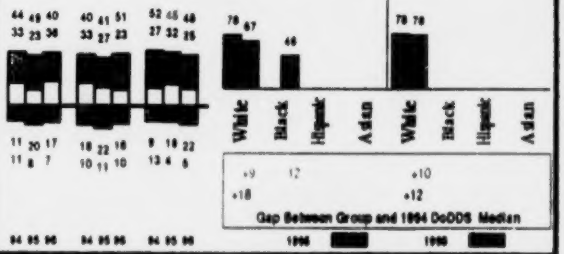
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	70	75.5	73	62	73.7
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	77	77	77	77	77

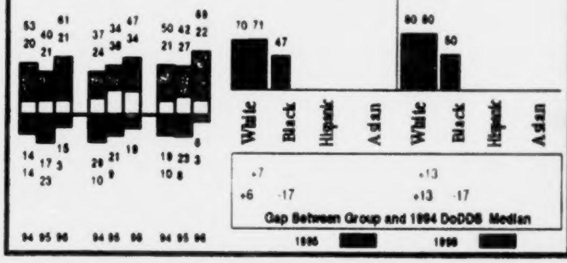
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	84	75	82.5	71	79.5
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	33	32	32	33	32

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	55%	75%	66%	42%
	1995	47%	72%	64%	41%
Math Avg Score	1994	486	486	472	479
	1995	511	506	480	482
Verbal Avg Score	1994	464	435	430	423
	1995	496	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

SHAPE HS
CMR 451, BOX 005
APO AE 09708-0005

DSN Phone:
423-5747/4130

Commercial Phone:
65-445753

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	48	790.8	44%	42%	8%	2%	0%
8	95	58	810.6	52%	26%	14%	9%	0%
8	96	77	756	18%	29%	43%	9%	1%
10	94	59	802.8	37%	39%	15%	7%	2%
10	95	54	763.6	22%	46%	20%	6%	2%
10	96	64	804	27%	52%	17%	5%	0%

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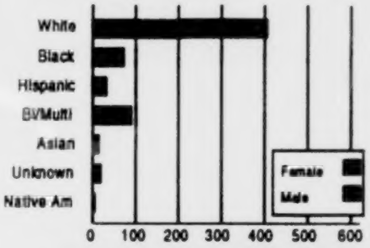
Department of Defense Education Activity
Spangdahlem Elementary School (PK-4)
1995/96 School Profile
Dee Ann Edwards, Principal

School Characteristics

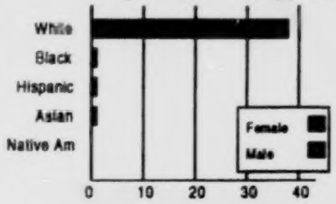
Student Enrollment - 635



Grade	
PreK	18
K	140
1	113
2	134
3	125
4	105
Total	635

Sponsor's Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	97%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	73	11%
K-8	TAG	0	0%
K-12	ESL	25	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
24% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	25

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	26
Special Education	4
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	39%
MA/MS	56%
Doctorate	5%

Principal's Highlights

Spangdahlem Elementary School (SES) is founded on the belief that all children can learn. Teaching is based on best practices of develop-mentally appropriate instruction. SES educates a diverse population, including preschool handi-capped, communication impaired, learning im-paired, English as a second language, and general education programs. Instructional needs are met in a variety of settings: 26 classrooms grades K-4, music, art, host nation, media center, 2 gyms, schoolwide enrichment, counseling, reading improvement, ESL, math lab, science lab, and 2 computer labs.

SES offers a variety of activities after school to enhance student learning in support of the SIP goals and benchmarks. Co-curricular activities include: Creative Writing, Drama, Math and Computer Clubs. Students have many opportunities to excel through Spelling & Geography Bees, Math Olympiads, and Reflections.

The School/Home Partnership structure is well established. This year the European Congress of Parents, Teachers, and Students (ECAPTS) awarded SES the PTSA Unit of the Year and Reading Unit of the Year. ECAPTS also awarded an SES teacher and parent the Educator and Volunteer of the Year awards.

The School Improvement Plan is our focus. Through our combined efforts, students are being provided every opportunity to become successful, lifelong learners.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

All faculty completed 3 days training in Cooperative Integrated Reading and Composition. Based on CTBS data, reading comprehension and vocab as primary goal for improvement. Basal reading program and core literature supp. material selected as focus. Baseline data for reading collected, disaggregated, analyzed. K-4 Teams developed core lit assessments & SY96-7 scoring rubrics.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Staff focused on training and implementing MathLand. CTBS data indicated need to reduce gap in math computation and problem solving. Report card data was used as a baseline for student progress on "Connects Concepts to Math Operations." Arithmetic Developed Daily was implemented schoolwide. Grade Teams developed assessment & rubrics for MathLand & ADD 96-7 base.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents, staff, and military reps supported goals in reading, math and tech. PTSA; Language Arts Comm sponsored Book Fairs, and visiting author/ story tellers. PTSA provided incentives for 65% student participation in Dolphin Reading Club. PTSA and Math Comm sponsored Math Night Out & Merry Math of May. Baseline report card data for homework completion collected.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

PTSA funds monthly parent newsletter, "Parent Power." School publishes a bimonthly newsletter for parents. AFN updates events through "Dolphin Digest" on radio and TV. Teachers communicate student achievement to parents through daily homework folders, weekly progress reports and parent conferences. Classroom Celebrations of Learning encourage parent awareness.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	80%	13%	1%
Math	78%	14%	2%
Science	64%	23%	2%
Social Studies	69%	17%	1%
School Communications	81%	16%	2%

Benchmark 10.8: Establish Technology for teachers and administrators

DoDEA Technology Plan's implementation in progress with integration training started for all staff. Tech implementation included training on Word 6, cc:Mail, PowerPoint and Excel. Additional computer lab opened with 30 Pentium Computers/ CD ROM. Curriculum area software ordered to integrate tech into all curriculum. Media center set for network upgrade SY96-7.

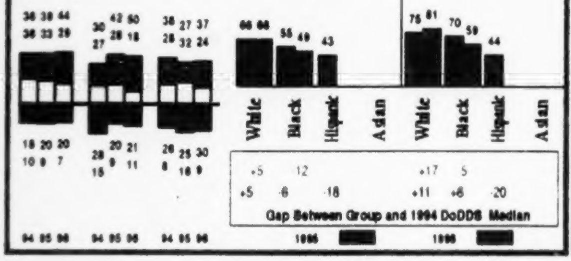
CTBS Test Results

Grade 3

1996 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	74.2	75.3	66.6	64	75
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	115	115	115	115	115

Percent of Students in Each Quarter

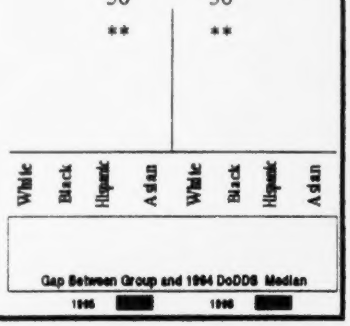


Grade 7

1996 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE



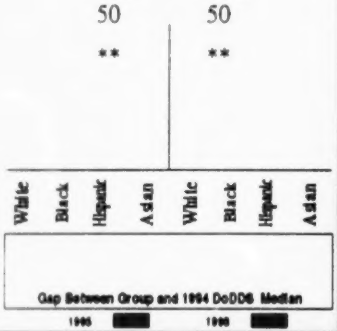
Grade 11

1996 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	75%	66%	42%
	1995	N/A	72%	64%	41%
Math Avg Score	1994	N/A	486	472	479
	1995	N/A	506	480	482
Verbal Avg Score	1994	N/A	435	430	423
	1995	N/A	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Spangdahlem ES
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APO AE 09126-4050

DSN Phone:
452-6881

Commercial Phone:
6565-4033

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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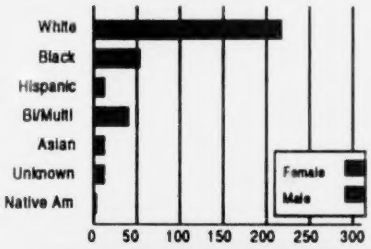
Department of Defense Education Activity
Spangdahlem Middle School (5-8)
1995/96 School Profile
Catherine Ake Boyer, Principal

School Characteristics

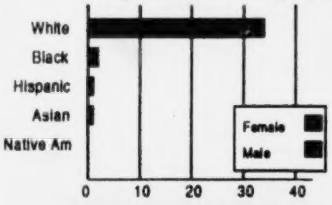
Student Enrollment - 350



Grade	[illegible]
5	107
6	86
7	81
8	76
Total	350

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	97%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	26	7%
K-8	TAG	0	0%
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	26	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
21% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	0
> 10	23

School Staff

Category	FTE
Administrators	2
Classroom Teachers	22.5
Special Education	1.5
Other Professionals	4

Teacher Education

Degree	Teachers
BA/BS	30%
MA/MS	67%
Doctorate	4%

Principal's Highlights

Established in 1990, Spangdahlem Middle School is the newest of the five DoDEA schools in the Eifel area. The school includes 350 students, grades five through eight, organized by grade level teams.

Our school embraced the Block-8 schedule in 1995-96 to allow teachers more time for indepth lessons. The seminar period of 85 minutes is held twice a week. The first 25 minutes are dedicated to the traditional middle school Prime Time activities. The remaining 60 minutes are used by students to seek help, do make-up work, and explore enrichment activities.

A strong partnership with the military community has provided many opportunities for our students. Once a week, over sixty military personnel work one-on-one for an hour with an assigned student. This meeting takes place during the seminar period when mentors work with students to improve their grades and self-image. Mentors and their students have also spent a day at a "rope course" to help build self-esteem.

In addition to providing a strong core of academic classes, we have a wide variety of electives. These include an excellent music program, a profit-making business enterprise, and thriving AVID classes. We also offer a variety of extracurricular activities to complement our students' educational experiences. These include FBLA, FHA, Student Council, NJHS, and sports.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

In January, a third of faculty was trained in CIRC to provide additional reading strategies in all subjects. In fall 1996, in-service is planned to incorporate additional strategies across curriculum. A wide variety of resources are available in the media center and arrangements have been made to open the media center one day a week during summer recess.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Students identified by tests and/or grades are scheduled for a math tutorial during seminar period. After skill-building, students return to the seminar. Quarterly family math meetings help parents understand the new math program. An in-service identify how math is used across curriculum. Math games used at lunch from student council and a problem-of-week contest is planned.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Mentor program is great. It began in April with 50 military mentors paired with students and grew to include over 60 mentors. Students not yet involved have asked for mentors. Burger King provided wall space for student pictures as well as providing awards/coupons for reading achievement. PTSA book fair scheduled for Fall. Odyssey of Mind Program was parent initiated.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly parent newsletters are mailed home. AFRTS, our local TV news group, provides weekly updates of school activities and covers special functions for local info slots. Student progress report mailed to parents at 5 week mark as an "interim" report card. Parent conferences are held twice a year and by grade level teams whenever necessary.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	79%	17%	5%
Math	85%	13%	2%
Science	75%	19%	6%
Social Studies	85%	15%	1%
School Communications	76%	17%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

Completed software inventory and created database for easy access. Training on Integrade, school grading program conducted in Fall and continues as needed. Teacher participation in electronic grading increased from one-fourth to one-half faculty. Requests for computers for lab and classrooms completed. Teacher training on existing equipment scheduled for next year.

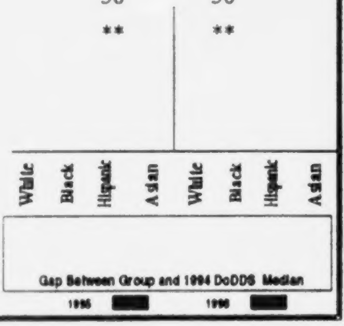
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

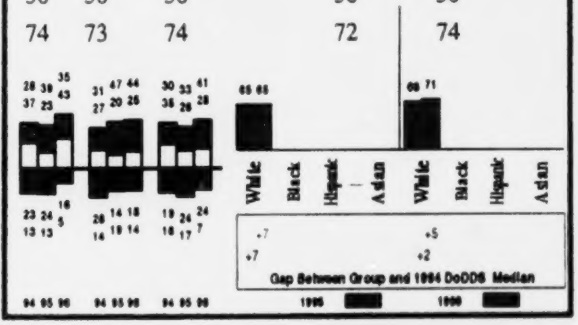
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68.3	71.7	65.5	58	71.2
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	74	73	74	72	74

Percent of Students in Each Quarter

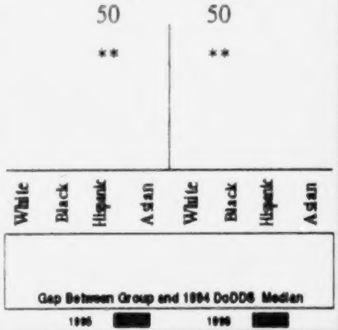


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	75%	66%	42%
	1995	N/A	72%	64%	41%
Math Avg Score	1994	N/A	486	472	479
	1995	N/A	506	480	482
Verbal Avg Score	1994	N/A	435	430	423
	1995	N/A	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DSN Phone:
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Commercial Phone:
6565-7459

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	105	781	32%	48%	16%	4%	0%
5	95	94	787	31%	53%	12%	3%	0%
5	96	86	759.3	44%	48%	7%	0%	0%
8	94	70	756.2	19%	40%	14%	27%	0%
8	95	60	771.7	32%	20%	32%	17%	0%
8	96	62	778.4	23%	39%	29%	10%	0%

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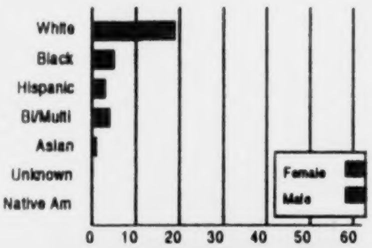
Department of Defense Education Activity
Volkel Elementary School (K-6)
1995/96 School Profile
Richard Wertheimer, Principal

School Characteristics

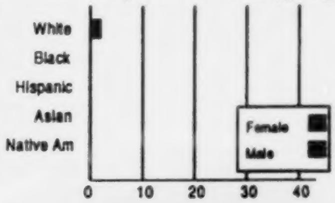
Student Enrollment - 32



Grade	[illegible]
K	12
1	2
2	7
3	2
4	2
5	4
6	3
Total	32

Sponsor's Affiliation	
Marine	<5%
Army	<.5%
Navy	<5%
Air Force	94%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education		0%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
72% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	2
> 10	0

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	2
Special Education	
Other Professionals	0.5

Teacher Education	
Degree	% Teachers
BA/BS	50%
MA/MS	50%
Doctorate	0%

Principal's Highlights

Volkel Elementary School is noted for its well blended, multi-age classrooms and tremendous availability of technology. Located in the Netherlands, V.E.S. is a one-story, 3 classroom building with a library. We offer a plethora of co-curricular classes to include host nation, art, music, Math Olympiads, PE swimming, library, Media Technology Class, and Student Council. We maintain a strong bond with the military community and parents. We have a very active Booster Club which offers many activities for parent/child cooperation and fund raising activities. This year was so successful that most of the student fees for study trips were funded by the diligent fund raising efforts of the Booster Club.

Much of the teaching is centered around all encompassing thematic units which include projects, students as teachers, reports and presentations. All students are familiar with and use the technology available in the classrooms to prepare assignments. We are proud of our cross-curricular approach to education which addresses all modalities of learning. It is clearly evident that at Volkel Elementary School great learning takes place everyday.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.
Plans have centered on writing; techniques, and mechanics of language activities. Publishing ticksheets, response log questions which were answered by students and parents, and Writer's Workshop were vehicles to sharpen skills. Staff developed a holistic rubric which was used to score a school wide writing assessment. Parents were trained and assisted in this process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp
Strategies focused on implementing MathLand curriculum and aligning the math content area with the math standards. Daily problem solving challenges, brainstorming, portfolios of student work, anecdotal notes from clipboard cruising, and family Math Nights are evidence of the implementation. THE CRUNCHER and MULTIMEDIA WORKSHOP are installed and utilized.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Information from the semi-annual parent report card indicated improvement was needed to increase communication between school and home. Increased attention was given to weekly bulletins, weekly Gram phone calls, guest readers and speakers, active Booster club and SAC committees, well attended Family Math Nights, and parent participation in the writing assessment.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
DSO coordinators frequendy train in various curricular areas. Annual Sports Day is well attended by students of 5 nearby schools, parents and military. Family Math Night held quarterly as well as quarterly socials with Booster Club. Plan training in MathLand and Internet. All staff is on-line for cc:Mail and Win 3.1. Training in scanner, laser disc and computer tech in all classes.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**76%**	**16%**	**0%**
Math	**80%**	**12%**	**0%**
Science	**68%**	**16%**	**8%**
Social Studies	**72%**	**12%**	**4%**
School Communications	**84%**	**16%**	**0%**

Benchmark 10.8: Establish Technology for teachers and administrators
Plans include training in the use of MathLand software, the use of slide shows and spread sheets, and the use of the Internet. All staff are currently on-line for cc:Mail and trained in Windows 3.1. Instruction includes the use of scanners, laser disc, and computer technology in each classroom. All classrooms are very well equipped with a variety of computers and printers.

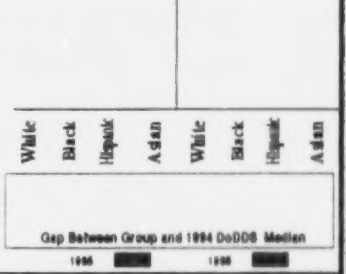
CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	74.7	67	68.8	62.7	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

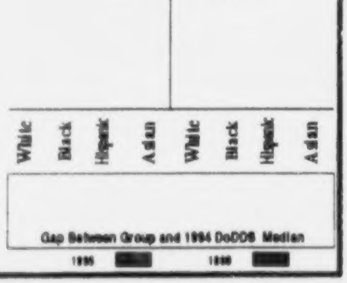


Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	69.4	72.1	70.1	62.9	74.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

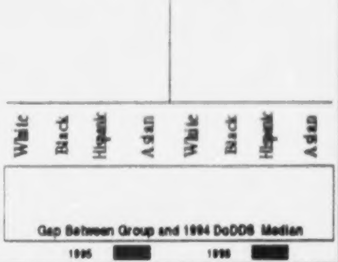


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	73.3	70.3	76.3	72.1	75.7
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	75%	66%	42%
	1995	N/A	72%	64%	41%
Math Avg Score	1994	N/A	486	472	479
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Verbal Avg Score	1994	N/A	435	430	423
	1995	N/A	454	435	428

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Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Volkel ES
UNIT 6790
APO AE 09717-5018

DSN Phone:

Commercial Phone:
4132-74285/72470

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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SECTION D

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

HEIDELBERG DISTRICT
1995-1996

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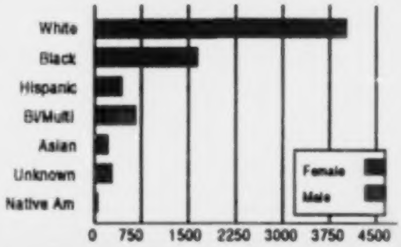
Department of Defense Education Activity
Heidelberg 1995/96 District Profile
Joan Wilcox, Superintendent

District Characteristics

Student Enrollment - 7,261



Special Programs

Grade Offered	Program		
PK-12	Special Education	603	8%
K-8	TAG	644	11%
K-12	ESL	155	2%
1	Reading Recovery	40	5%
7-12	AVID	211	
Students Taking AP Courses		360	58%

Grade	#
PreK	46
K	714
1	777
2	693
3	688
4	657
5	601
6	528
7	596
8	486
9	511
10	353
11	303
12	308
Total	7261

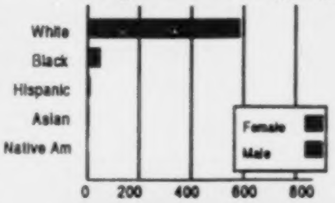
Mobility Rate
32% Per Year

Sponsor's Affiliation	
Marine	1%
Army	72%
Navy	2%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	<.5%

Teacher Experience

Years	# Teachers
New	0
1-3	6
4-6	10
7-10	28
> 10	403

Professional Staffing



School Staff

Category	FTE
Administrators	27
Classroom Teachers	388
Special Education	47
Other Professionals	102

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	74%
Doctorate	1%

Superintendent's Highlights

The historic city of Heidelberg, Germany is the site of the Heidelberg District Superintendent's Office (DSO). Four high schools, two middle schools, nine elementary schools, one unit (K-12) school and the European Outdoor Education Program comprise the district. These schools are dispersed among the Mannheim, Heidelberg, Stuttgart, and Bavaria military communities

•Because of our commitment to student achievement and equity for all students, the district has sponsored a number of initiatives. Educational Summits, which include all stakeholders in the educational process, meet regularly to discuss major issues that affect student success. The mentoring of students by both teachers and administrators is fostered. This concept, though in its initial stages, is meeting with resounding success.

•In addition to the regular curriculum schools offer special programs to meet the individual needs of students, such as: TAG, AVID, ESL, Reading Recovery, Distance Education, Special Education Programs, etc.

•Our mission is to prepare all students to be successful citizens in a global society by ensuring equity for all and providing challenging curriculum and effective instruction in a nurturing environment. We pledge professional, friendly service to all stakeholders.

DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

Goal 3: *Student Achievement And Citizenship*

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Staff development activites have centered around designing instruction based on the standards. Emphasis has been placed on developing cross-curricular units involving the integration of curricular areas and the use of technology. Reading and writing are being used as learning tools across all subject areas. The Reading Recovery Program serves 40 students with plans for expansion.

Goal 4: *Math And Science Achievement*

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Student achievement is being enhanced through demonstration teaching and co-teaching with classroom teachers K-12 to improve their teaching skills. Primary teachers are developing concept themes to integrate curriculum. Educational Summits are held to examine practices that enhance and hinder student achievement. Mentoring programs are in their inital phase.

Goal 8: *Parental Participation*

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parental partnership was initiated through the Parent Advisory Group and Educational Summits. For these activities parents collaborated with educators regarding student achievement. Parents and community members serve on the School Improvement Leadership Team. Key communicators are being trained and will develop a district School/Home Partnership Plan.

Goal 10: *Organizational Development*

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

There has been extensive support for the Administrative functions (cc:Mail, TSS, EDT, Payroll) required by the school. We have advised schools on technology implementation at their schools. In our district all teachers and staff have access to cc:Mail. At the present time, six schools designated as pilot sites have access to the internet through the WAN.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	73%	19%	5%
Math	70%	19%	7%
Science	61%	23%	6%
Social Studies	62%	23%	6%
School Communications	74%	20%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

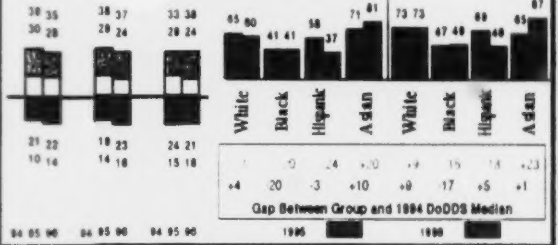
Four media center upgrades were completed in the district this year. We had four 30 station multimedia labs set up in schools that will be connected to Novell 4.1 servers next year! This DSO is part of the DoDEA pilot program to upgrade to the Novell 4.1. One-day workshops, semester-long college courses, and intensive summer training sessions are available to all staff .

CTBS Test Results

Grade 3

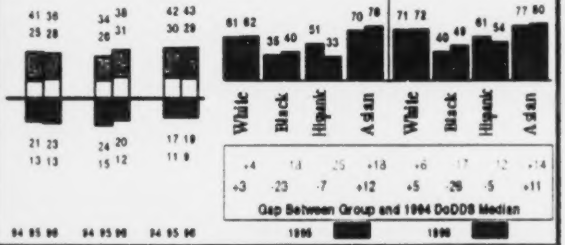
1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **District**	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	632	627	625	625	627

Percent of Students in Each Quarter



Grade 7

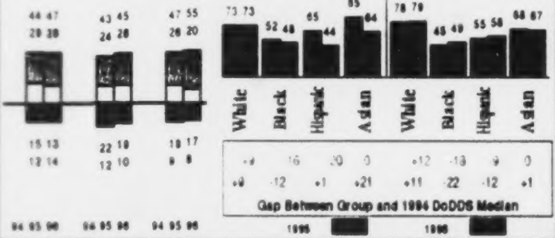
1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **District**	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	522	531	528	535	525



Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **District**	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	270	271	272	271	272

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	1994	77%	66%	42%
	1995	61%	64%	41%
Math Avg Score	1994	481	472	479
	1995	480	480	482
Verbal Avg Score	1994	439	430	423
	1995	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Heidelberg District
Attn: Joan Wilcox
Unit 29237
APO AE 09102

DSN Phone:
370-7192

Commercial Phone:
49-6221-768081

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	635	742.1	18.1%	61.3%	12.3%	6.8%	1.6%
5	96	564	745.0	30.7%	55.7%	11.9%	1.2%	0.5%
8	94							
8	95	505	771.0	37.0%	16.6%	31.3%	14.1	1.0%
8	96	444	757.6	17.8%	39.0%	33.8%	7.4%	2.0%
10	94							
10	95	384	795.7	26.0%	38.8%	20.3%	14.3	0.5%
10	96	318	787.3	24.8%	39.6%	26.4%	8.8%	0.3%

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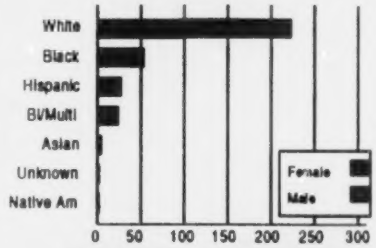
Department of Defense Education Activity
Augsburg Elementary School (PK-6)
1995/96 School Profile
Linda McCauley, Principal

School Characteristics

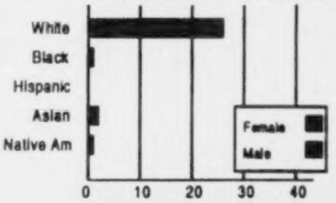
Student Enrollment - 335



Grade	#
PreK	4
K	67
1	64
2	43
3	41
4	43
5	41
6	32
Total	335

Sponsor's Affiliation	
Marine	<.5%
Army	83%
Navy	3%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	29	9%
K-8	TAG	39	12%
K-12	ESL	7	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
42% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	5
> 10	20

School Staff

Category	FTE
Administrators	1
Classroom Teachers	14.5
Special Education	3.5
Other Professionals	7

Teacher Education

Degree	% Teachers
BA/BS	15%
MA/MS	85%
Doctorate	0%

Principal's Highlights

Augsburg Elementary School is located 30 miles northwest of Munich, the capital of Bavaria. It was established in 1947 and varied in size from a high of 2275 students in multiple buildings to its current enrollment of 330 using only the bottom floor in a two story building. Our 40 classrooms include a computer lab with Internet connection and a resource rich media center.

Because of a well educated parent community, the home-school connection is highly valued and effective. In spite of diminished resources and staffing, we have been able to maintain a diverse program of extra-curricular programs: computer club, music groups, chess club, Math Olympiad, tutoring, and Read-Aloud.

Great emphasis is placed upon the cultural opportunities in our area and teachers take advantage through field trips, frequently using public transportation to visit the zoo, Botanical Gardens, 800 year old cathedral and many museums in the 2011 year old city.

In spite of the challenges of the many changes due to downsizing of troops in Germany, student learning and professional growth are still the priorities of our staff.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The RIS, who worked as an educational consultant, had the task of showing teachers how to incorporate reading and writing through bookmaking. Whole classes were shown how to make books and ways to use them. Teachers learned to use books as a study technique in social studies. All students published a book. We participated in a "post office" letter writing activity.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Teachers have used student centered large projects. Far more instruction involves students actively learning with manipulative use. Most instruction requires cooperative groups in problem-solving situations. Plans have been made to effect short daily computational drill.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parent volunteers have worked more than 1000 hours in the school. Parent presentations on MathLand and its components were conducted. Parents have been active members of the SILT. PTSA and parents have contributed to faculty meetings. During conferences parents used the In School Postal Service to encourage their children.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Continued bi-weekly parent newsletter and student-published newspaper. School activities reported in community newspaper. Classroom newsletters were encouraged. Displayed in PX was a descriptive writing/picture for National Education Week from every student in the school. Home math tasks used by many teachers. School newsletter is on military community e-mail.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**68%**	**22%**	**7%**
Math	**70%**	**19%**	**7%**
Science	**61%**	**24%**	**5%**
Social Studies	**59%**	**21%**	**6%**
School Communications	**80%**	**18%**	**2%**

Benchmark 10.8: Establish Technology for teachers and administrators

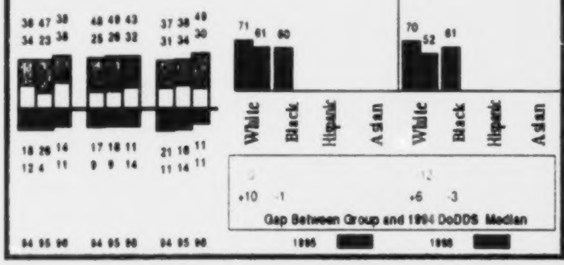
Two workshops were conducted by Technology Committee for cc-Mail and software, hardware use. Internet training conducted. E-mail station set up in teachers' lounge and all staff on directory. Software reviews conducted for class use and CD-Rom instruction for all upper grade students (3-6).

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69.3	68	71	56	48
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	37	37	37	37	37

Percent of Students in Each Quarter

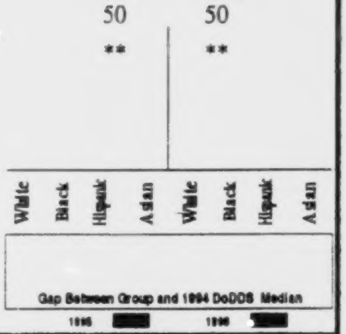


Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

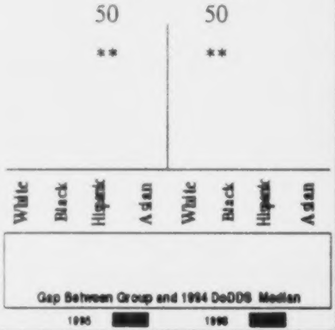


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	61%	64%	41%
Math Avg Score	1994	N/A	481	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Augsburg ES
UNIT 25001
APO AE 09178-0005

DSN Phone:
435-7227/6304

Commercial Phone:
821-409347

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	58	786.4	38%	41%	19%	2%	0%
5	95	50	750.2	12%	76%	8%	4%	0%
5	96	40	738.2	25%	63%	13%	0%	0%

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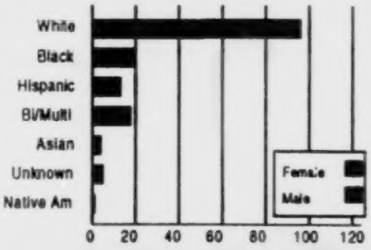
Department of Defense Education Activity
Augsburg High School (7-12)
1995/96 School Profile
Paul Finkbeiner, Principal

School Characteristics

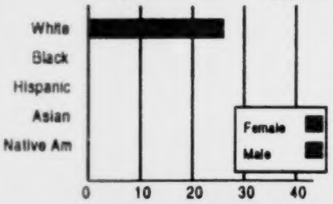
Student Enrollment - 156



Grade	#
7	38
8	23
9	31
10	26
11	16
12	22
Total	156

Sponsor's Affiliation	
Marine	<.5%
Army	58%
Navy	1%
Air Force	5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	35%
Non-US Civilians	1%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	6	4%
K-8	TAG	0	0%
K-12	ESL	1	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	36	
AP Courses Offered		5	
Students Taking AP Courses		23	60%

Mobility Rate
37% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	21

School Staff

Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	0
Other Professionals	2.5

Teacher Education

Degree	% Teachers
BA/BS	16%
MA/MS	84%
Doctorate	0%

Principal's Highlights

Augsburg High School capped off the 1995/96 SY by being honored at the White House by President Clinton, Vice-President Gore, and Commissioner of Education Reilly for Academic Excellence. This award was won because we have been addressing the National Goals for Education for the past three years.

More than 90 percent of our graduates go on to college. Our dropout percentage is zero. Our failure rate has decreased to less than 5 percent. We have maintained a curriculum with a good balance between AP courses and technical courses (while decreasing significantly in population.)

Parent/community and school relations have never been better. Four major celebrations were shared with the community with over 50 percent of our parents attending each event. Our faculty continues to set the standard for restructuring and improving educational opportunities for our clientele in Europe. They have amassed over 20 mandays for training other schools on restructuring and implementing new programs such as: AVID, block scheduling, seminar period, incentive programs, and equity.

More than 80 percent of our students are computer literate. We have implemented the latest technology in the classrooms, e.g., Internet, electric library, e-mail, and a host of computer languages.

We are truly a Blue Ribbon School!

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Reading/language arts teachers at AHS incorporate a structured SSR time within their class period. Life-long learning skills are stressed throughout the curriculum with particular emphasis on time management and notetaking. Journals are kept within most classes including math, and electronic technology is used to improve students' written communication.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Interactive math approaches were used in grades 7 and 8. Students in grades 9-12 became proficient in the use of the graphing calculator. Block scheduling allowed increased use of cooperative learning strategies, manipulatives, and labs in science classes. Increased enrollment of minority students in upper level science classes during SY 95/96 was evident. recommendations for enrollment

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parent-Teacher communications have increased the students' academic performance. Parents are more involved with their students through extracurricular activities, supervising field trips and attending programs put on by students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Starting April 15, 1996, the Augsburg Apache Bulletin Board was established on the community's electronic mail system. Special events, meetings, holidays, and other pertinent information are put on the bulletin board for anyone in the community to access. By the beginning of next school year, we will have the Augsburg HS Home Page on the Internet.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	78%	16%	6%
Math	80%	14%	6%
Science	92%	6%	3%
Social Studies	81%	13%	5%
School Communications	84%	11%	5%

Benchmark 10.8: Establish Technology for teachers and administrators

This past year, we completed installation of computers in each classroom connected to the LAN. We expanded the number of computer resource rooms, and made the library LAN accessible to every classroom. We continued to expand SCAN, increase computer, word processing and Internet use. Most students are currently on cc:Mail, and we established a bulletin board this year.

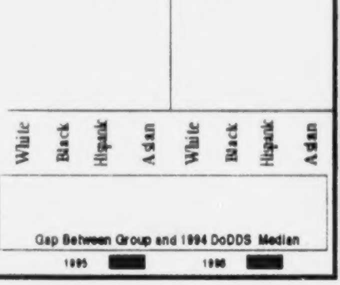
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

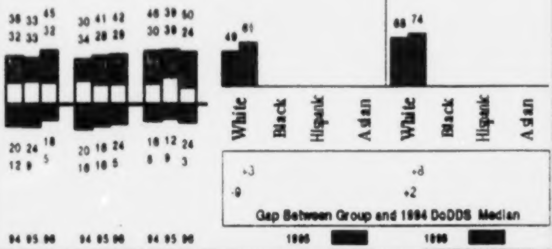
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.5	70.5	76.3	40	62
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	38	38	38	37	37

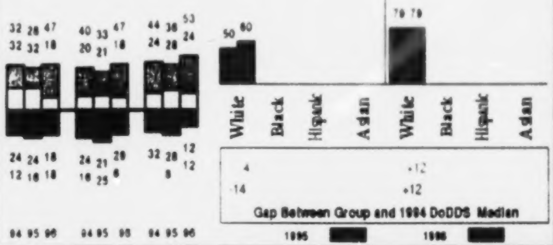
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	75	69.3	80	61	76
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	87%	77%	66%	42%
	1995	77%	61%	64%	41%
Math Avg Score	1994	490	481	472	479
	1995	524	480	480	482
Verbal Avg Score	1994	413	439	430	423
	1995	441	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Augsburg HS
UNIT 25001
APO AE 09178

DSN Phone:
435-6601/6655

Commercial Phone:
821-407-473

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	55	712.5	22%	46%	11%	13%	2%
8	95	22	827	68%	14%	14%	5%	0%
8	96	25	790.1	16%	56%	28%	0%	0%
10	94	42	803.3	38%	24%	29%	10%	0%
10	95	27	796.1	37%	33%	22%	4%	4%
10	96	24	825.4	42%	46%	13%	0%	0%

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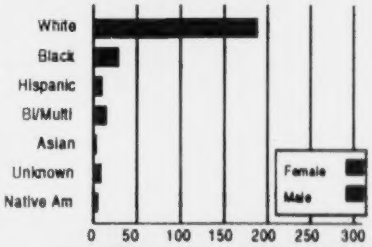
Department of Defense Education Activity
Bad Aibling Elementary/High School (PK-12)
1995/96 School Profile
Roger E. Youngman, Principal

School Characteristics

Student Enrollment - 259



Special Programs Grade Offered	Program		
PK-12	Special Education	17	7%
K-8	TAG	36	18%
K-12	ESL	4	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		5	
Students Taking AP Courses		18	78%

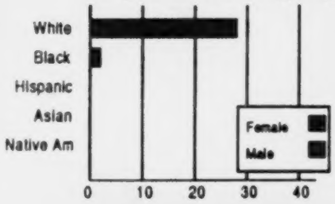
Grade	#
PreK	1
K	25
1	26
2	23
3	26
4	25
5	19
6	18
7	26
8	14
9	15
10	18
11	9
12	14
Total	259

Mobility Rate
20% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	25%
Navy	8%
Air Force	15%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	51%
Non-US Civilians	<.5%

Teacher Experience Years	Teachers
New	0
1-3	1
4-6	1
7-10	7
> 10	20

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	19.5
Special Education	1
Other Professionals	5

Teacher Education Degree	% Teachers
BA/BS	24%
MA/MS	68%
Doctorate	8%

Principal's Highlights

Located at the foot of the Bavarian Alps, Bad Aibling Elementary/High School is one of DoDEA's most technologically up-to-date schools. There is a LAN System for all 35 classrooms and offices. The Media Center has CD Roms which are accessible from all classrooms, a computer laboratory where every student has a cc:Mail box, a science LAN hooked into the computer lab, a second technology lab available for classroom use with 20 Pentium computers and every elementary classroom has Pentium computers. Every teacher has a computer for their use in the classroom. Our 280 students and 35 staff members are all computer literate and continue their training through student, staff and community technology in-service education. There is total integration of technology at all grade levels across the curriculum.

Assignments are given via computers, students read the assignments, complete research, and reply to instructor via the computer. Instructors correct work submitted and return corrections to students with a grade.

The staff is firmly committed to ensuring success for all students through various educational approaches while preparing students to become effective in a technological future.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Plans have centered on providing opportunities for integrated projects/research using technology materials at all levels. All faculty members are using technology for writing across the curriculum. New materials are being reviewed and ordered for implementation.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategies focused on peer tutoring programs and an after-school-study skills program for identified "at risk" students. Integration of technology into the Math/Science program continues with new programs for all students.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A partnership in curriculum and student activities by all parents, students and teachers is evolving. Parents have been included in technology training and a joint training session is planned for the Fall.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school has initiated a series of monthly newsletters to inform parents and community of the school program. There has been an increased level of "personal contact" between staff and parents. A calendar of all events for the year is being distributed to community. Preliminary feedback from parents has been very positive.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**78%**	**16%**	**6%**
Math	**76%**	**15%**	**6%**
Science	**63%**	**19%**	**7%**
Social Studies	**65%**	**20%**	**3%**
School Communications	**73%**	**19%**	**8%**

Benchmark 10.8: Establish Technology for teachers and administrators

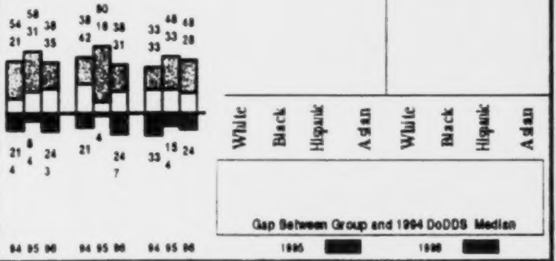
Plans and training to implement technology into our curriculum areas is on going. Training has been given and planned for continuous growth. The entire school has been lanned and a high increase in the use of technology by students and staff has been documented.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	79	85.7	84	79.5	83.5
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	24	24	24	24	24

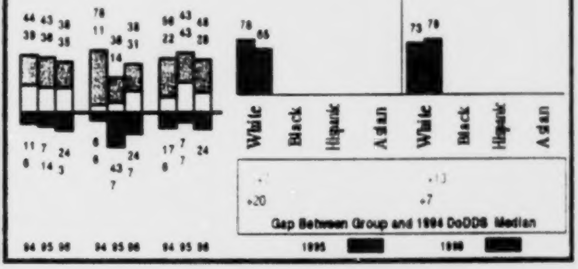
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66	67.5	74.6	63	76.5
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	29	29	29	29	29

Percent of Students in Each Quarter

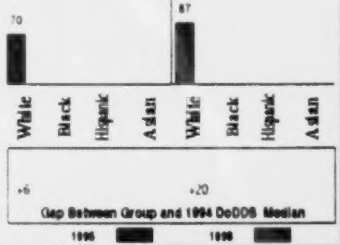


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	61%	64%	41%
Math Avg Score	1994	N/A	481	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Aibling ES/HS
CMR 407
APO AE 09098-0005

DSN Phone:
441-3384/3868

Commercial Phone:
8061-6601/36389

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	10	684.1	10%	20%	40%	30%	0%
5	95	19	684.9	5%	68%	11%	11%	5%
5	96	19	748.1	26%	74%	0%	0%	0%
8	94							
8	95	18	775.1	33%	22%	33%	11%	0%
8	96	16	743.2	31%	31%	25%	5%	0%
10	94							
10	95	16	837.4	38%	50%	13%	0%	0%
10	96	18	757.1	28%	39%	22%	6%	6%

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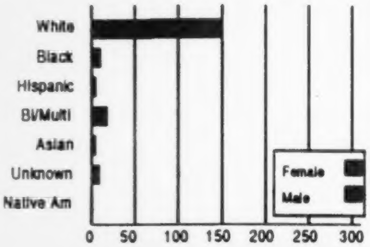
Department of Defense Education Activity
Boeblingen Elementary School (K-6)
1995/96 School Profile
Charles L. Callahan, Principal

School Characteristics

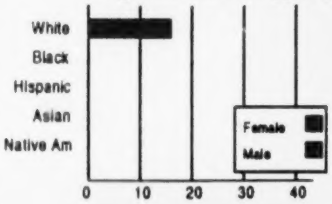
Student Enrollment - 189



Grade	#
K	39
1	30
2	28
3	28
4	21
5	27
6	16
Total	189

Sponsor's Affiliation	
Marine	2%
Army	52%
Navy	7%
Air Force	12%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	27%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	10	5%
K-8	TAG	75	39%
K-12	ESL	4	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
40% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	17

School Staff

Category	FTE
Administrators	1
Classroom Teachers	8
Special Education	0.5
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	17%
MA/MS	83%
Doctorate	0%

Principal's Highlights

Böblingen Elementary School began implementing the Strategic Plan by establishing the SILT, presenting two workshops introducing the plan concept, and providing training in effective group techniques and strategies for implementing the Plan.

Committees of staff and parents were established in the four main areas of concern. The priority was placed on technology, and training was provided for the teachers, with an 85% increase in use of the computer lab. Next year promises a more integrated use of the computer within the curriculum, as software is inventoried and cataloged.

Family involvement was also stressed, with an increase in communication between home and school and plans for involving more families in the SIP process in SY 1996-97.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The study of core values was identified as the focus. Core values were identified and defined by parents and staff; results were tallied and published. A film was presented to the staff showing the link between school values and the work world. Core values were discussed with staff; recognition planned for students exhibiting examples of values, to begin during SY 96-97.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

As a result of frustration year, a Math Night is being planned for September 1996 to acquaint parents with MathLand. Jack Dugan has implemented a long-term after school science program for grades 2-6, culminating in a Science Fair in early June to show results. The National Geographic Kidsnet program "Too Much Trash" was implemented in several grades.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A Welcome Packet was compiled for incoming families. Two surveys conducted address communication; school newsletter published weekly. SIP bulletin board was created to inform families about process. To promote involvement, parents joined students for lunch in March; a volunteer orientation, Flamenco performance and school picnic held.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A Welcome Packet was compiled for incoming families which includes info on school and community. Two surveys conducted to address communication; school newsletter now published weekly. SIP bulletin board was created to keep families informed about process.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	93%	5%	0%
Math	86%	7%	5%
Science	77%	5%	5%
Social Studies	83%	7%	2%
School Communications	88%	7%	5%

Benchmark 10.8: Establish Technology for teachers and administrators

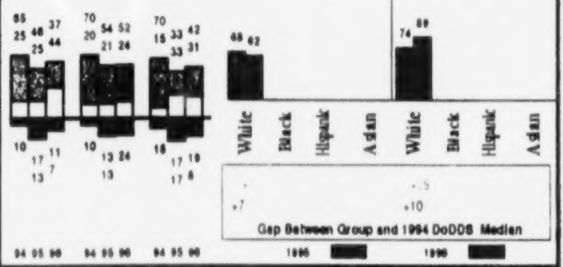
Researched articles on the use of technology in other schools. Determined what resources available at BES & what will be required for the future. Training for teachers on Apple IIGS resulted in 85% increase in lab use. Classrooms were tied into the LAN in the Lab, facilitating use of more computer programs. Inventory of all software conducted.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69	77	72.7	64.5	84.5
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	27	25	26	26	26

Percent of Students in Each Quarter

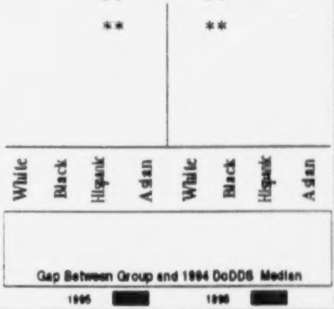


Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

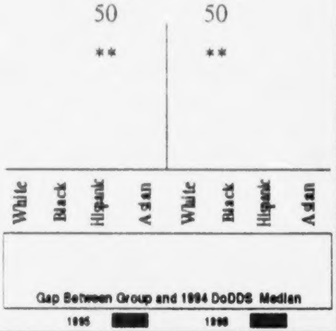


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	61%	64%	41%
Math Avg Score	1994	N/A	481	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Boeblingen ES

CMR 445

APO AE 09046-0005

DSN Phone:
431-2715

Commercial Phone:
7031-227459

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	22	770.9	14%	68%	18%	0%	0%
5	95	18	797	39%	56%	6%	0%	0%
5	96	20	726.1	25%	50%	25%	0%	0%

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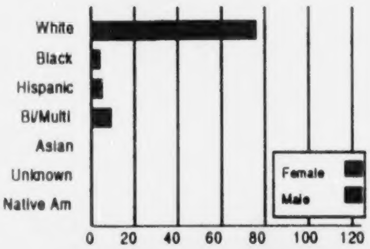
Department of Defense Education Activity
Garmisch Elementary School (K-8)
1995/96 School Profile

Lynne Holland, Principal

School Characteristics

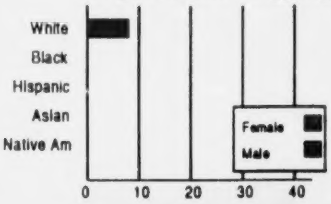
Student Enrollment - 94



Grade	#
K	9
1	14
2	10
3	13
4	10
5	8
6	13
7	10
8	7
Total	94

Sponsor's Affiliation	
Marine	12%
Army	64%
Navy	1%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	2%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	6
Special Education	0.5
Other Professionals	1

Special Programs			
Grade Offered	Program		
PK-12	Special Education	2	2%
K-8	TAG	29	31%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
51% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	0
> 10	6

Teacher Education	
Degree	% Teachers
BA/BS	33%
MA/MS	67%
Doctorate	0%

Principal's Highlights

The highly qualified staff of Garmisch ES provides numerous activities which students will remember throughout their lives. A multicultural activity brought more than 50 guest speakers into the instructional atmosphere during the second semester. A visiting astronaut worked with students for an entire week. An active German/American exchange program provided opportunities for students to experience education in another language and system. A student mentoring program assisted students in weak academic areas and provided younger students the opportunity of working with more experienced students.

The installation of an educational LAN increased the use of computers. The community is active in all areas of the school and is always available to help. They supported the administration and staff in developing the School Improvement Plan.

A new facility project is addressing the major concern of providing a physical separation between elementary and middle school students. Plans are under way to make that separation and to give students access to vocational programs.

School spirit has improved with the development of a new school symbol and regular recognition of successes. Staff, students, and community are proud of this school.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Implemented in-depth oral reading program at all grade levels in reading and social studies areas. Parents and community volunteers have participated in this program on an almost daily rate. Daily journals and a daily SSR period have increased library use. Increased editing skills have improved writing in all subject areas. Language was emphasized in Host Nation Program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

All staff members were trained in the use of the new math and science materials. An increased use of cooperative groups provided students the opportunity to work together. Weekly reports to parents kept them informed of goals. Emphasis was placed on a "hands on" approach in math and science and higher level thinking skills. Computers were utilized on a daily basis.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Use of parent volunteers increased by 50% since January. Parents took an active role in all areas of the school program to include PTA, SAC, and SILT. An intensive multicultural program, computer education program, and instructional aide program are in place. Parents were actively involved in the decision making process and receive regular recognition for their services.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

As of January, a bi-weekly parent newsletter was sent home to the parents which included regular information on classroom activities; study trips; progress in the use of technology; recognition of parent, student, and community involvement; information on progress toward our school improvement plan; and information on our weekly calendar events.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	78%	23%	0%
Math	83%	10%	8%
Science	53%	23%	18%
Social Studies	70%	15%	8%
School Communications	68%	18%	16%

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers have received training in word processing and the use of e-mail. In February, the LAN was connected to provide all staff members access to e-mail which is now used on a daily basis. An educational LAN was installed to connect 15 Apple II GS computers to a MAC server. An ISDN line was installed to provide access for students and staff into the World Wide Web.

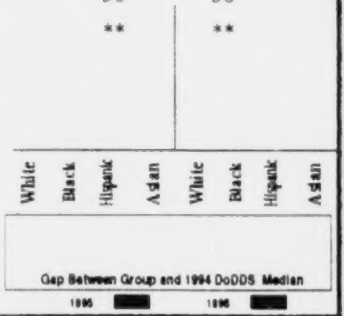
CTBS Test Results

Grade 3

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

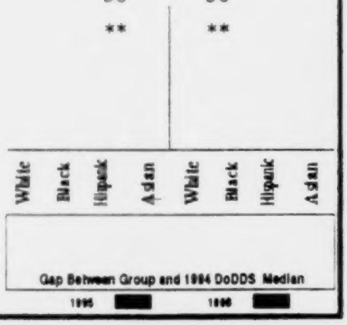


Grade 7

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

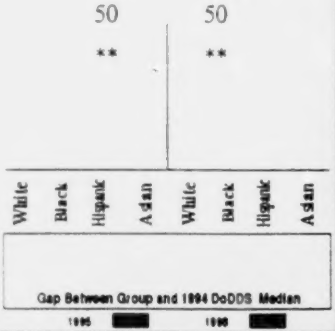


Grade 11

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	61%	64%	41%
Math Avg Score	1994	N/A	481	472	479
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Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Garmisch ES/MS
UNIT 24511
APO AE 09053

DSN Phone:
440-2611/2758

Commercial Phone:
8821-76871

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	5	*	40%	60%	0%	0%	0%
5	95	9	*	56%	45%	0%	0%	0%
5	96	8	*	25%	62.5%	12.5%		
8	94	4	*	50%	25%	0%	25%	0%
8	95	3	*	67%	33%	0%	0%	0%
8	96	5		0%	20%	80%		

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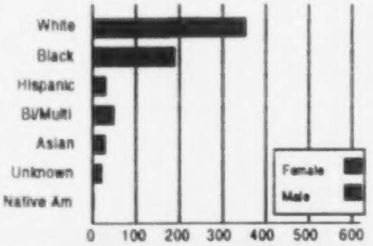
Department of Defense Education Activity
Heidelberg Middle School (6-8)
1995/96 School Profile
Donald E. Johnson, Principal

School Characteristics

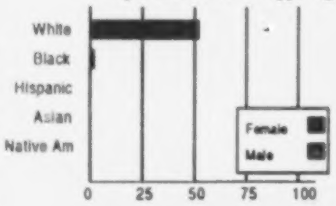
Student Enrollment - 676



Grade	#
6	224
7	249
8	203
Total	676

Sponsor's Affiliation	
Marine	<.5%
Army	74%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	24%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	63	9%
K-8	TAG	43	6%
K-12	ESL	19	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	23	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
21% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	46

School Staff

Category	FTE
Administrators	2
Classroom Teachers	36
Special Education	5
Other Professionals	5.5

Teacher Education

Degree	% Teachers
BA/BS	32%
MA/MS	66%
Doctorate	2%

Principal's Highlights

Established in 1976, Heidelberg Middle School has long enjoyed a reputation of academic excellence. The staff at Heidelberg Middle School is committed to the belief that all children can learn and succeed. We work diligently to provide the support, encouragement, and resources to help all children reach their potential. Organized in teams, children share four core subject teachers. Teachers provide quality instruction, integrate curriculum across the disciplines, reinforce organizational skills, and establish shared expectations for behavior and quality of work.

Believing in the need for a well-rounded education, Heidelberg Middle School also has strong electives, featuring instrumental and choral music, art, computer technology, TAG, AVID, ROTC, creative writing, journalism, industrial arts, home economics, business, foriegn language and drama programs. As we move forward into the 21st century, there are a number of new and exciting initiatives at Heidelberg Middle School to help ensure that we are teaching our students for tomorrow.

Heidelberg Middle School has always enjoyed a close working relationship with the parents in our community. This year's efforts have only served to strengthen that relationship and make it more meaningful. Valuable input has been made by parents in our PTSA, our SAC, and our SIP.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Plans have centered on developing cross-curricular activities that involve each of the four major curricular areas - math, science, language arts and social studies. Here at Heidelberg Middle School the interdisciplinary units have involved the electives as well. Most noteworthy was the Mark Twain Festival that truly involved the entire school.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Math and science adoptions based on NCTM math and science standards are being used in all math and science classes. Students are increasingly solving challenging, complex problems and are focusing on problem solving strategies in cooperative groups. Quarterly math parent meetings were well attended and well received. CTBS scores have increased significantly.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Heidelberg Middle School has always enjoyed a fruitful and reciprocal working relationship with our students' parents. To verify and formalize this relationship parents were formally invited to school in-services and SIP meetings. School Advisory Committee parents were also personally invited so they could see other facets of our working school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school's monthly newsletters inform the parents and community about important school activities and how they might become involved. PTSA and SAC news was printed in the newsletter to publicize these groups' efforts. Quarterly Math Nights were held for the Math Department to share the new math program with the parents.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	71%	23%	6%
Math	76%	17%	7%
Science	72%	20%	7%
Social Studies	74%	23%	4%
School Communications	82%	13%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

Use of technology has greatly expanded. Presently, all school computers are connected to the LAN making programs available for all. Internet is available for use in the computer lab. Teachers use Integrade for grades and scantrons for attendance and testing purposes. Computer classes were offered to familiarize teachers with software programs.

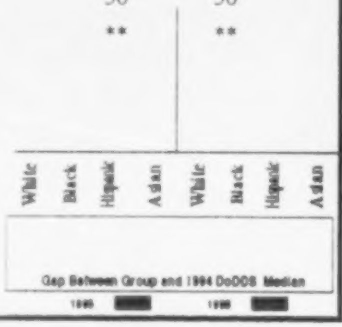
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

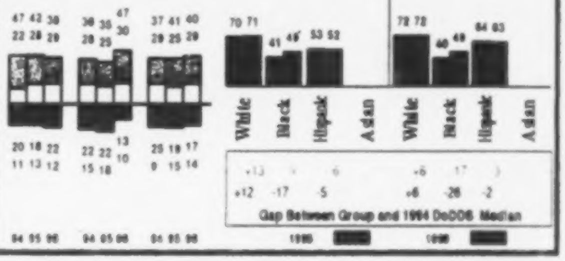
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66.2	71.3	69.4	66.9	67.2
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	217	226	224	232	222

Percent of Students in Each Quarter

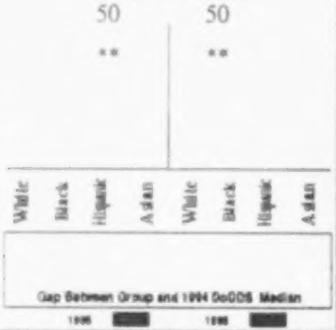


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	61%	64%	41%
Math Avg Score	1994	N/A	481	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Heidelberg MS
UNIT 29237
APO AE 09102-0005

DSN Phone:
370-7372/8796

Commercial Phone:
6221-762449

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	140	751.4	26%	38%	15%	18%	4%
8	95	182	773.4	31%	21%	35%	13%	0%
8	96	171	787.9	18%	42%	33%	6%	1%

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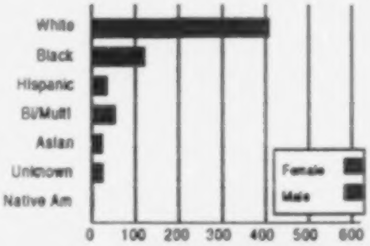
Department of Defense Education Activity
Heidelberg High School (9-12)
1995/96 School Profile
Lewis Johnson Jr., Principal

School Characteristics

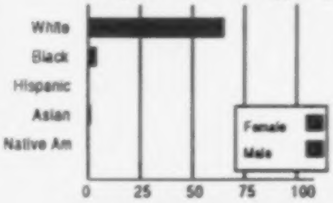
Student Enrollment - 669



Grade	#
9	205
10	175
11	139
12	150
Total	669

Sponsor's Affiliation	
Marine	<.5%
Army	64%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	35%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	45
Special Education	2
Other Professionals	7

Special Programs

Grade Offered	Program		
PK-12	Special Education	32	5%
K-8	TAG	N/A	N/A
K-12	ESL	5	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	44	
AP Courses Offered		15	
Students Taking AP Courses		197	68%

Mobility Rate
20% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	47

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	73%
Doctorate	4%

Principal's Highlights

Heidelberg High School is located in Mark Twain Village. The curriculum is developed to meet the needs of both college and non-college bound students. A wide variety of vocational/technical programs and Advanced Placement programs are available for students. Heidelberg High School offers an extensive co-curricular program to enhance the academic program of the school. In 1984 and again in 1993, Heidelberg High School received national Blue Ribbon recognition for excellence in education by the U. S. Department of Education.

The teachers, parents, and students demonstrated a positive attitude towards the DoDEA strategic plan at HHS. The strategies for the five goals were developed by each committee. All five committees had parents, staff and students actively involved in the developmental phase of each goal. Interventions for each of the goals are appropriate and address student needs. It is evident that progress has been made and parent, student, and staff have ownership in this process.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing increased with emphasis on content area and varied activities. Highlights are: CTBS Language Mechanics median percentiles increased by average 3%; CTBS Total Battery increased by average 4%; 59% of faculty uses essay evaluation. Focus on using reading and writing as learning tool across subjects in structured way of writing, inquiry, and collaboration.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Varied activities were used to "close the gap" and motivate students to reach optimum learning levels. The following are highlights:32% decrease in the percentage of students having problems completing and/or handing in assignments. CTBS--"Total Math" (5% increase).5% increase in the mean grade for the select students who used "advisory."

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Increased parent involvement throughout the school and community. The following are highlights: 10% increase in the mean average quarterly grade for students who attended the "parent tutorial" after school on Tuesday and Thursday. 350 parents attended "Open House" in the Fall of 1995. 400 parents attended "College Night" and 30 parents per wk.--"Tuesday Tours."

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All the staff members have e-Mail accounts at the present time. The school bulletin is now on the computers in the MC. 28 teachers use the Integrade Program for progress reports. 50 teachers send progress reports to the home regardless of the grade and an additional conference day was added in the Spring of 1996. Plans to purchase needed equipment.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	73%	21%	6%
Math	69%	22%	7%
Science	67%	25%	4%
Social Studies	61%	27%	6%
School Communications	75%	17%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

Several surveys are being developed and distributed to collect information dealing with the following areas: computer usage in the school, types of software used and desired, hardware and software inventories, training needed to improve computer integration, student use of computers with regards to education, recreation and instruction.

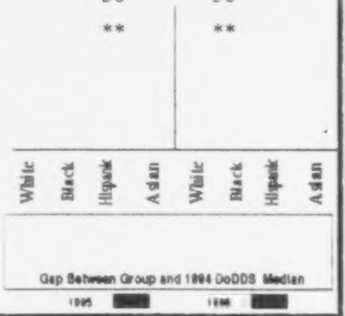
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

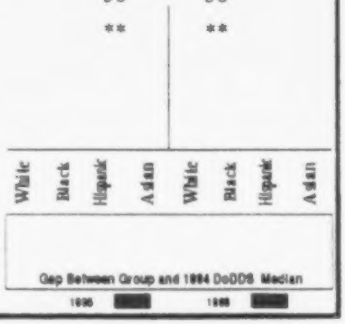


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

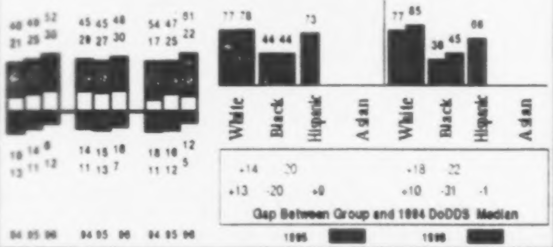
NOT APPLICABLE



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	77	72.6	80.2	72.2	77.5
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	119	120	121	120	121

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	79%	77%	66%	42%
	1995	57%	61%	64%	41%
Math Avg Score	1994	495	481	472	479
	1995	486	480	480	482
Verbal Avg Score	1994	442	439	430	423
	1995	450	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Heidelberg HS
UNIT 29237
APO AE 09102-0005

DSN Phone:
370-7513/8004

Commercial Phone:
6221-390587

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	94	185	790.4	40%	28%	21%	9%	2%
10	95	148	789	22%	41%	24%	13%	1%
10	96	156	779.8	22%	35%	29%	14%	0%

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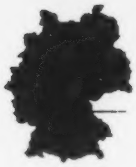
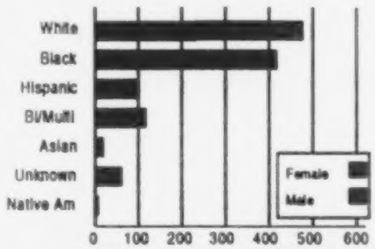


Department of Defense Education Activity
Mannheim Elementary School (PK-5)
1995/96 School Profile
Ardelle S. Hamilton, Principal

School Characteristics

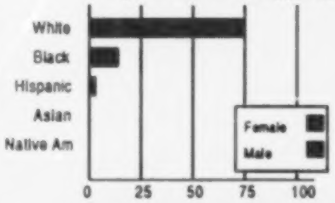
Student Enrollment - 1,173



Grade	#
PreK	12
K	234
1	224
2	187
3	185
4	189
5	142
Total	1173

Sponsor's Affiliation	
Marine	<.5%
Army	94%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	47
Special Education	8
Other Professionals	19

Special Programs

Grade Offered	Program		
PK-12	Special Education	131	11%
K-8	TAG	95	8%
K-12	ESL	10	1%
1	Reading Recovery	20	9%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Mobility Rate
41% Per Year

Teacher Education

Degree	% Teachers
BA/BS	23%
MA/MS	77%
Doctorate	0%

Principal's Highlights

Mannheim Elementary School is one of DoDEA's larger elementary schools. Located on Ben Franklin Village Army Base, the school is a large facility. There are 41 classroom teachers, 35 specialists, 5 kindergarten teachers and other support personnel. The school has placed a strong emphasis on technology, science, math, and the home-school parent partnership. We have 3 computer labs, a primary center with cross teaching in grades 1, 2, and 3, a German Immersion program for grades 1 and 2, which will be expanded to grade 3 for SY 1996-97; also a Spanish Immersion Program for grades 1, 2, and 3. We also have Reading Recovery and Special Ed. Inclusion. The school educates a diverse population of students, including Sure Start, preschool handicapped, learning disabled, physically disabled, English as a second language, and general education programs. The teachers are intent on seeing that students obtain the knowledge they needed for a changing world dominated by technology. This has been done by many school wide projects, after school, weekend and evening workshops. We have daily math drills and hands-on science projects that are displayed monthly in the large main hall. Students attend labs for class instruction so that they will have the skills needed for the technology of the future. Mannheim Elementary School strives to develop each child with his/her fullest potential in a multi-cultural, multi-faceted society.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Two home reading programs are being monitored. "Daily Oral Language" program will be implemented next school year. All teachers encouraged to read DAILY to students at set time. The CTBS reading/language section was reviewed and the "Multi-meaning" section was low for all grades. This will be addressed next year. A baseline and followup survey was administered.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Teachers are using manipulatives to enhance strategies in math. A Science Club is established and a parent-student math and science night was sponsored. A multi-ethnic display and program was held. A basel-line and follow-up was administered.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

All parents were given a survey in Sept. 95, to help select a target area for SIP. Parents and faculty agreed to add focus on reading. Workshops for reading, math, computer, cooking and bookmaking have involved parents throughout the 95-96 SY.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Mannheim has a monthly newsletter to inform parents about important school activities. Parent surveys are attached to gain valuable input from a parental stand point regarding curriculum and methods of communication.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	72%	17%	5%
Math	68%	19%	6%
Science	52%	23%	7%
Social Studies	54%	21%	6%
School Communications	75%	19%	6%

Benchmark 10.8: Establish Technology for teachers and administrators

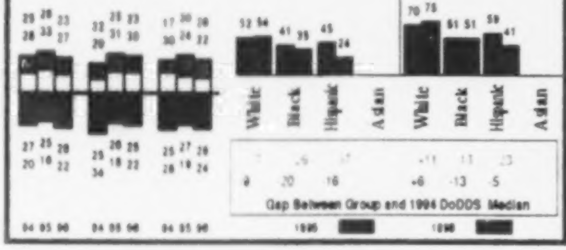
Mannheim has established 3 computer labs. Teachers have been trained and are being trained on the new technology and programs. Teachers are on cc:Mail.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	51	53.5	48.2	46	56
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	166	166	166	166	166

Percent of Students in Each Quarter

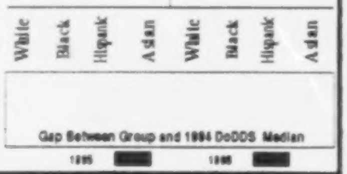


Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

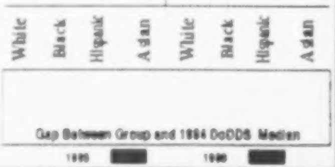


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	61%	64%	41%
Math Avg Score	1994	N/A	481	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Mannheim ES
UNIT 29938
APO AE 09086-0005

DSN Phone:
380-7505/7369

Commercial Phone:
621-722109

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	210	717.6	7%	38%	47%	8%	0%
5	95	131	735.9	12%	63%	16%	9%	1%
5	96	128	734.5	25%	55%	20%	1%	0%

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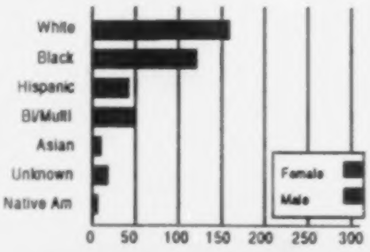
Department of Defense Education Activity
Mannheim Middle School (6-8)
1995/96 School Profile
Frank E. Roehl, Principal

School Characteristics

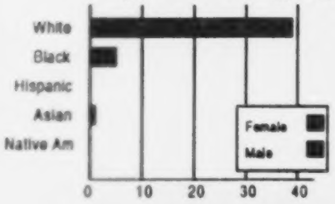
Student Enrollment - 403



Grade	#
6	136
7	134
8	133
Total	403

Sponsor's Affiliation	
Marine	<.5%
Army	88%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	24	6%
K-8	TAG	0	0%
K-12	ESL	6	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	19	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
29% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	3
> 10	31

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	5
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	42%
MA/MS	55%
Doctorate	3%

Principal's Highlights

Mustangs Run with Pride!

Our School Improvement Program started with the selection and training of the School Leadership Team. We reviewed the school's previous SIP and incorporated our reading comprehension initiatives in the new SIP model along with the other targeted DoDEA Benchmarks.

Initial CTBS results indicate a continuation of the trend of significant improvement in Reading Comprehension at MMS. Science and social studies also showed significant improvement. The one area where student performance declined was math, especially math computation. When reviewed along with supporting facts such as a major curriculum change and the mismatch of what is taught and what is tested, this should not cause significant alarm. We need to evaluate closely our goals for student achievement in math and ensure we evaluate what we teach with authentic assessments.

School/Home Partnership has been successful in the fact that we have trained parents and teachers to help establish this initiative. The large number of deployed soldiers has made this goal a challenging one but we feel a grassroots enthusiasm building.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Structured reading classes for all students, Accelerated Reader Program, D.E.A.R. (Drop Everything and Read), & Teacher Read Aloud Program resulted in an average increase in CTBS Reading Comprehension scores of 8.8 percentage points. Reading and charts & graphs emphasis has helped CTBS Social Studies scores go up an average of 10.2 percentage points.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Data for this area is not available at this time but mentoring program, cooperative learning, test taking skills and study skills for 6th gr. has contributed to an average increase of 13.9 percentage points in science. Total math scores dropped an average of 10.4 percentage points due to a significant drop in math computation scores of 18.9 percentage points

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

School Improvement Leadership Team (SILT) training, DSO Parent Forums, PTA and SAC organizations, parent newsletters, and use of the military e-Mail system has increased parent awareness of school issues and programs but the deployment of large numbers of soldiers has impacted on parent involvement other than attendance at student performances.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Use of the military e-Mail system and progress on establishing a Computer Bulletin Board for parents to call into from their work or home computer(s) will allow increased access to general and specific information on school programs. BBS will also have mailboxes for individual teachers to receive messages from parents.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	68%	23%	8%
Math	72%	20%	6%
Science	68%	25%	6%
Social Studies	66%	21%	10%
School Communications	44%	34%	23%

Benchmark 10.8: Establish Technology for teachers and administrators

Training has been completed on InteGrade and cc:Mail for teachers. CC:Mail boxes have been established for all teachers and increased access to workstations with cc:Mail installed has increased teacher use. InteGrade use for grade reporting to the SIMS program is at 100%.

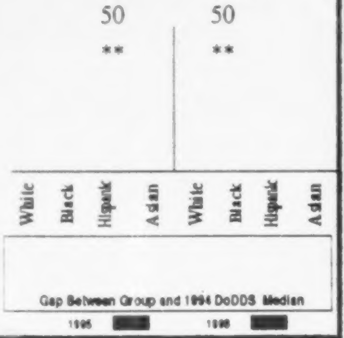
CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

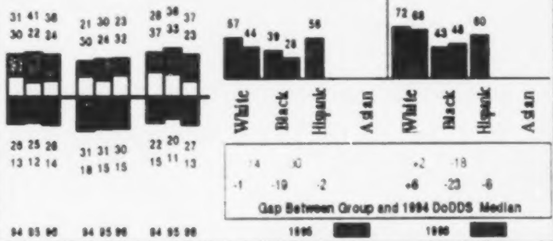
NOT APPLICABLE



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	60.5	56	65	37.7	64
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	106	106	105	105	105

Percent of Students in Each Quarter

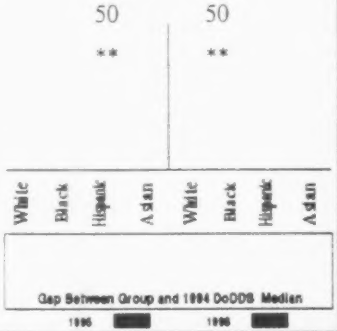


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	61%	64%	41%
Math Avg Score	1994	N/A	481	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Mannheim MS
UNIT 29937
APO AE 09086

DSN Phone:
380-8181/7139

Commercial Phone:
621-722217/7307139

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	120	708.4	16%	29%	18%	34%	3%
8	95	118	731.6	25%	14%	38%	20%	2%
8	96	119	756	19%	40%	33%	6%	3%

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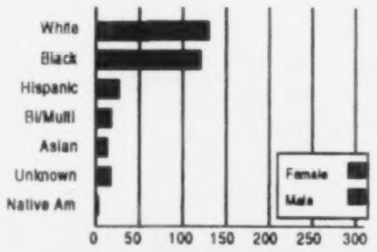
Department of Defense Education Activity
Mannheim High School (9-12)
1995/96 School Profile
Ken Goldstein, Principal

School Characteristics

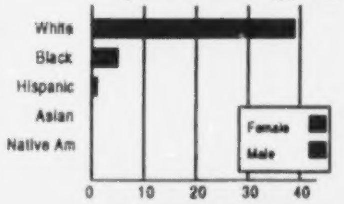
Student Enrollment - 329



Grade	#
9	138
10	61
11	56
12	74
Total	329

Sponsor's Affiliation	
Marine	<.5%
Army	79%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	19%
Non-US Civilians	1%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	27
Special Education	2
Other Professionals	4

Special Programs			
Grade Offered	Program		
PK-12	Special Education	19	6%
K-8	TAG	N/A	N/A
K-12	ESL	5	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	63	
AP Courses Offered		8	
Students Taking AP Courses		58	44%

Mobility Rate
39% Per Year

Teacher Experience	
Years	# Teachers
New	0
1-3	2
4-6	3
7-10	2
> 10	28

Teacher Education	
Degree	% Teachers
BA/BS	18%
MA/MS	82%
Doctorate	0%

Principal's Highlights

Mannheim is a culturally and ethnically diverse high school, located in Mannheim, Germany. We have 62% of our student population representing minorities. The curriculum is challenging and offers a variety of college and vocational preparatory courses. We offer three second language programs; German, French, and Spanish, which service 56% of the student population.

We have a strong Advancement Via Individual Determination (AVID) program that is in its third year and has 63 students enrolled. The AVID parents support group has been a guiding force in our attempts to improve parental involvement in our school.

This has been a very hard year for our community and school because over 50% of our community is deployed. Thirty-two of our students had to be returned to the USA because their parent deployed and there was not anyone to take care of them.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Plans have centered on using reading and writing as learning tools across our subject areas. The teaching staff has increased the use of research projects and are emphasizing a structured approached by using writing, inquiry, and collaboration (WIC).

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Block 8 schedule was instituted at start of 2nd semester. Students attend 4 90 minute classes daily. Eighth period is a seminar/advisory period for extra help and work on projects. The 3rd quarter grades increased by 3% in A's and B's, and dropped by 1% in D's and F's. 4th quarter, a teacher intervention program was started for students with D's and F's.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

With 50% of community deployed, this is hardest benchmark to measure. We increased our dissemination of info to parents using parent newsletters, e-mail, community electronic bulletin board and parent/teacher conference days. SAC and Student Council polled parents and students about implementation to 2.0 GPA requirement for extra curricular participation for next year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our School Improvement Leadership Team was fully trained this year and has started taking over its responsibilities. We will replace the military representative and ensure the selectee is able to attend more meetings.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	64%	30%	6%
Math	64%	31%	3%
Science	61%	31%	7%
Social Studies	55%	31%	12%
School Communications	64%	27%	10%

Benchmark 10.8: Establish Technology for teachers and administrators

The progress in this benchmark increased significantly with the completion of the media center upgrade, connection to the Internet, and our DSO initiative to assign a .5 slot for computer training and assistance to the school.

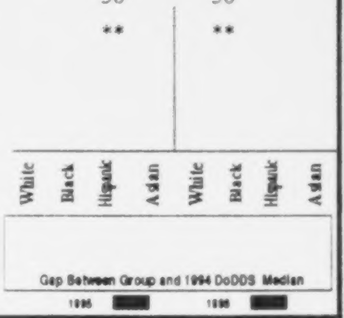
CTBS Test Results

Grade 3

1996 Median Percentiles for:	**Benchmark 3.1** Read	**Benchmark 3.1** Lang	**Benchmark 3.1** Soc Stdy	**Benchmark 4.2** Math	**Benchmark 4.2** Science
School	**	**	**	**	**
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

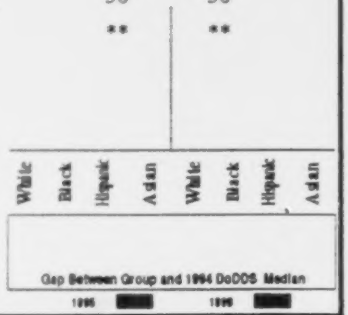


Grade 7

1996 Median Percentiles for:	**Benchmark 3.1** Read	**Benchmark 3.1** Lang	**Benchmark 3.1** Soc Stdy	**Benchmark 4.2** Math	**Benchmark 4.2** Science
School	**	**	**	**	**
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

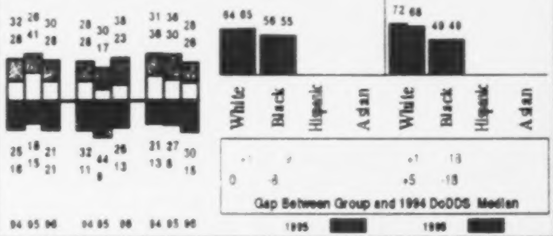
NOT APPLICABLE



Grade 11

1996 Median Percentiles for:	**Benchmark 3.1** Read	**Benchmark 3.1** Lang	**Benchmark 3.1** Soc Stdy	**Benchmark 4.2** Math	**Benchmark 4.2** Science
School	67	68	56	60.7	56.3
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	53	53	53	53	53

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	44%	77%	66%	42%
	1995	52%	61%	64%	41%
Math Avg Score	1994	448	481	472	479
	1995	457	480	480	482
Verbal Avg Score	1994	429	439	430	423
	1995	415	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Mannheim HS
UNIT 29939
APO AE 09086-0005

DSN Phone:
380-7852/7092

Commercial Phone:
621-722261

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	94	99	770.5	32%	27%	30%	6%	1%
10	95	61	763.2	16%	30%	21%	33%	0%
10	96	51	767.4	10%	45%	35%	10%	0%

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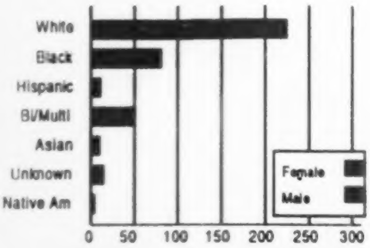
Department of Defense Education Activity
Mark Twain Elementary School (PK-5)
1995/96 School Profile

Charles Ragland, Principal

School Characteristics

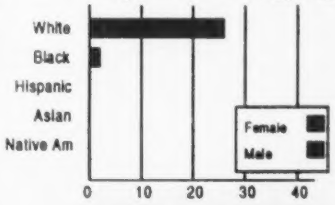
Student Enrollment - 396



Grade	#
PreK	1
K	53
1	72
2	70
3	75
4	68
5	57
Total	396

Sponsor's Affiliation	
Marine	<.5%
Army	82%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	1%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	34	9%
K-8	TAG	70	18%
K-12	ESL	17	4%
1	Reading Recovery	4	6%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
26% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	3
7-10	2
> 10	22

School Staff

Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	2
Other Professionals	7

Teacher Education

Degree	% Teachers
BA/BS	13%
MA/MS	83%
Doctorate	4%

Principal's Highlights

Mark Twain Elementary School is a medium size friendly & vibrant school located in a close knit military community in the Rhein Neckar Valley. Parents and staff are actively involved in community school activities, i.e., PTA, choirs, theatre, church, and scouts.

We are pleased to have a high percentage of parent volunteers in the school on a daily basis. Parents feel welcome and comfortable with the general open door policy supported by the staff.

The writing process is utilized not only for the pleasure of writing but also as a learning tool. Parent volunteers staff "Paw Prints". The goal is to publish at least one book for each child in the school.

The staff maximizes the technology available to provide the diverse population with a balanced curriculum that meets individual student needs. Active student involvement is fostered by a highly motivated, child-centered staff.

Some staff training in the use of technology has been completed. This has produced an increase in technology use in all curricular areas by staff and students. Additional training is planned.

Our predominant belief is that it takes parents, students and staff working together to produce good citizens.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The writing process has been enhanced by better correlation of activities between teacher and media specialist emphasising the use of technology available in the Media Center. This practice is applied across the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Implementation of MathLand has increased the use of cooperative learning, problem solving skills, collaboration, and use of manipulatives thus enhancing student achievement especially of risk students. The mentoring program is in the organizational stage. Participation in the math and SS interactive bulletin board activities with student recognition has facilitated problem solving skills.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Volunteers provide many services to our students on a daily basis. They include but are not limited to: tutors, instructors (computer lab), nurse's aides, MC aides (48 regularily scheduled weekly), classroom aides, student book publishing company. Plans currently being developed include pledge cards in conjunction with community and other area schools.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A monthly school wide parent newsletter is published announcing school and community activities and student achievements. Additionally 98% of the classroom teachers send home a weekly newsletter. PTA also publishes a newsletter. Math Nights for Parents have been extremely successful as has been the distribution of "Parent Power" (math brochure).

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	83%	13%	2%
Math	79%	15%	2%
Science	64%	24%	5%
Social Studies	65%	23%	4%
School Communications	82%	15%	2%

Benchmark 10.8: Establish Technology for teachers and administrators

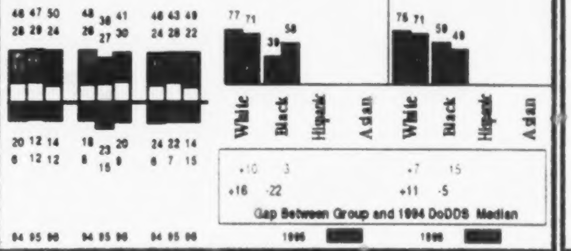
Training in the use of technology as organizational and communication tools has been partially completed. Training to intergrate Media Center technology into curricular areas has been successful for staff and students. Plans are to continue training so staff will be ready when the equipment as described in the DODEA Technology Plan arrives.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74.8	67.5	74	71.5	71
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	66	66	65	66	66

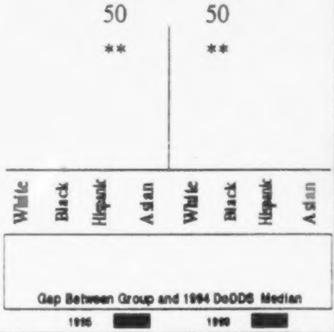
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

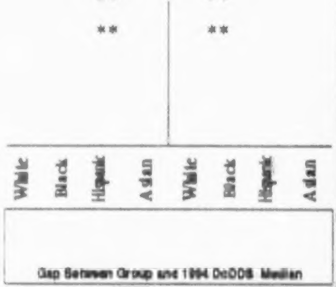


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	61%	64%	41%
Math Avg Score	1994	N/A	481	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Mark Twain ES
UNIT 29237
APO AE 09102

DSN Phone:
370-6996/8158

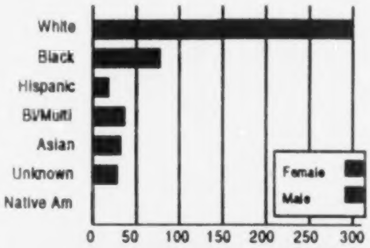
Commercial Phone:
6221-390174

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	53	794.8	51%	26%	21%	2%	0%
5	95	55	781.5	31%	56%	9%	4%	0%
5	96	51	797.8	67%	29%	4%	0%	0%

Department of Defense Education Activity
Patch Elementary School (PK-6)
1995/96 School Profile
Carol M. Ackermann, Principal

School Characteristics

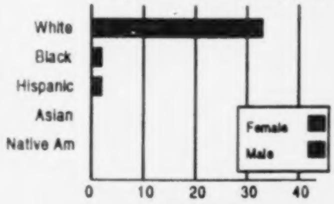
Student Enrollment - 493



Grade	#
PreK	9
K	68
1	75
2	81
3	70
4	60
5	74
6	56
Total	493

Sponsor's Affiliation	
Marine	5%
Army	49%
Navy	10%
Air Force	27%
Coast Guard	1%
Non-US Military	1%
US Civilians	6%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	51	10%
K-8	TAG	73	15%
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
31% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	2
7-10	5
> 10	25

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	5
Other Professionals	9

Teacher Education	
Degree	% Teachers
BA/BS	35%
MA/MS	65%
Doctorate	0%

Principal's Highlights

Patch Elementary School is one of DoDEA's most technologically up-to-date schools. Located in Stuttgart, Germany, Patch is home of Headquarters, US European Command, the senior American military command in Europe. Our school is a 1979 building with 27 classrooms including two computer centers, a media center and classes for music, physical education, host nation and art. We have our own television broadcast weekly. Patch ES has a high impact School Advisory Committee and Parent Teacher Organization to support our goals.

Patch ES educates a diverse population of students, including preschool handicapped, learning disabled, physically disabled, English as a second language, and general education programs. In addition to core subjects, Patch students are taught "how" to learn in order to succeed in a rapidly changing technological age. The school teaches all subjects through science and technology. Technology serves as a medium of learning. State-of-the-art hardware and software are the "launching pads" for the instructional program.

The Patch ES program strives to develop each child to his/her potential in an atmosphere that fosters acceptance, respect, and trust. The Patch ES staff believes that all children can achieve success.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Plans have centered use of thematic units and writing as a tool to support the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategies focused on varying teaching techniques and increasing opportunities for students to solve in-depth, challenging problems. Training was provided for teachers to support the math and technology programs

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Communication with parents is supported through the monthly SAC, PTO and Principal's newsletters. Volunteers support the teaching of our curriculum extensively as an extension of our faculty. Teachers also communicate with their own student's parents. Parents are invited to participate in Back to School Night, MathLand Night and the New Student Welcome.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The Patch ES has had monthly newsletters produced by the teachers, administration, SAC, and PTO. We also have included parents in the process of school decisions through SAC and an "open door" policy. We also invite parents to participate in all staff development opportunities.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**60%**	**26%**	**8%**
Math	**51%**	**23%**	**19%**
Science	**39%**	**32%**	**11%**
Social Studies	**50%**	**25%**	**7%**
School Communications	**65%**	**24%**	**9%**

Benchmark 10.8: Establish Technology for teachers and administrators

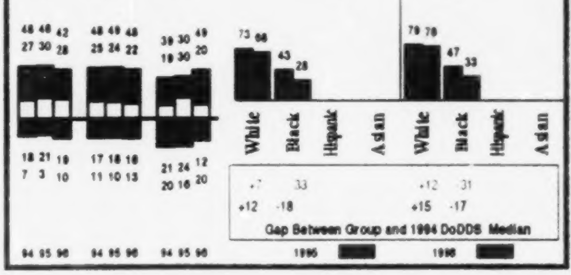
The faculty has had two days of staff development for utilization of the new IBM lab. The Apple II lab used with students for teaching keyboarding and writing. Our target is to have both labs to support the teaching of writing and math. When the school is LAN connected we will be able to communicate with parents on our computers.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	73.4	74	74.5	59.2	71.7
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	67	67	66	66	66

Percent of Students in Each Quarter

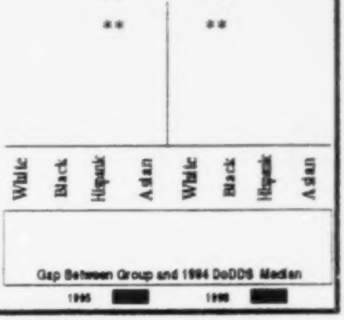


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

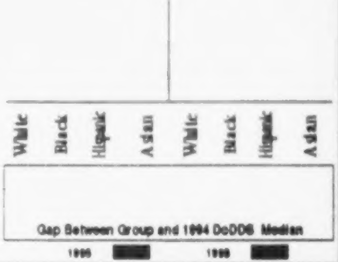


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	61%	64%	41%
Math Avg Score	1994	N/A	481	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

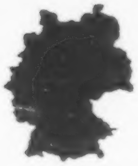
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Patch ES
UNIT 30401, BOX 4003
APO AE 09131

DSN Phone:
430-5200/7296

Commercial Phone:
711-6877225

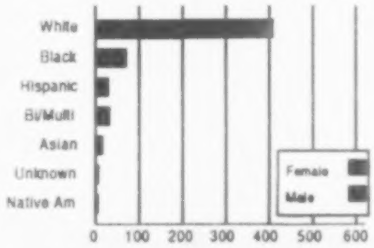
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	77	769.7	36%	39%	20%	4%	1%
5	95	68	727.2	10%	60%	19%	9%	0%
5	96	72	739.4	21%	64%	14%	1%	0%



Department of Defense Education Activity
Patch High School (7-12)
1995/96 School Profile
Ira J. Scheier, Principal

School Characteristics

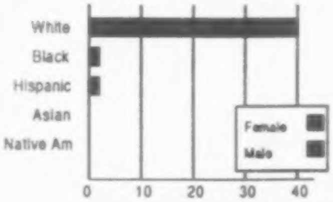
Student Enrollment - 568



Grade	#
7	137
8	105
9	122
10	73
11	83
12	48
Total	568

Sponsor's Affiliation	
Marine	6%
Army	40%
Navy	7%
Air Force	25%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	1%

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	38
Special Education	2
Other Professionals	5.5

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	26	5%
K-8	TAG	0	0%
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	26	
AP Courses Offered		7	
Students Taking AP Courses		64	48%

Mobility Rate
27% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	0
> 10	41

Teacher Education

Degree	% Teachers
BA/BS	28%
MA/MS	73%
Doctorate	0%

Principal's Highlights

Alexander M. Patch High School, located just on the outskirts of busy and beautiful Stuttgart, has over 550 students in grades 7 through 12. PHS is known for its technology, and we received the 1995 Federal Technology Leadership Award for our world wide web page site. PHS' first Video Yearbook was created by students from the TV Production and Yearbook programs. Renaissance was revitalized, and AVID begun. Over 279 students were honored for having increased their grade point averages. Students benefited from the special attention offered by prodding teachers, tutors, and coordinators in AVID, and the 9th grade group sponsored the first European AVID student conference.
Parents were the highlight of our successful Volunteer Program. One activity of our revitalized PTSA was the first ever Student Art Auction which raised over $2,000.

The year ended with the election of the Block -Eight Schedule for 1996-97. PHS is one of only two 7-12 schools to start this academically enhancing program.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Emphasis has been placed on building lesson plans tied to the standards. This was particularly true in social studies with its new texts and standards. More emphasis was placed on student participation and we hope to incorporate more TESA activities. The use of technology in instruction has been increased also in this area. Research on varied assessment continues.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

AVID has been incorporated into the school and expanded for next year. More cooperative lessons have been instituted. Renaissance program was revived to encourage student achievement. The block schedule has been adopted for next year which will hopefully allow students more time at home per class/per night. Peer tutoring for has also been encouraged.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent newsletter was sent out monthly. There was increased parent involvement in our volunteer program with parents giving presentations, volunteering time and helping out on study trips. We had a Math Night to explain the new math program to the parents. SAC, SILT and PTO were all in place and working this year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parent newsletter already mentioned. On the first and third quarters we had a parent report card pick up that allowed immediate contact with teachers to answer any possible questions or concerns. More teachers made personal contact with parents via telephone and letters and some used e-mail and cc:Mail to maintain contact with parents.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	61%	30%	8%
Math	49%	33%	16%
Science	53%	34%	13%
Social Studies	47%	42%	10%
School Communications	59%	28%	13%

Benchmark 10.8: Establish Technology for teachers and administrators

We have continued to expand our use of computers and the LAN. We have added a TV production class and hope to have the entire school on line with computers and centralized TV by next year. Cc:Mail takes care of much in school communication and in some cases with parents. Internet is being integrated into several curriculums. E-mail useage has also increased.

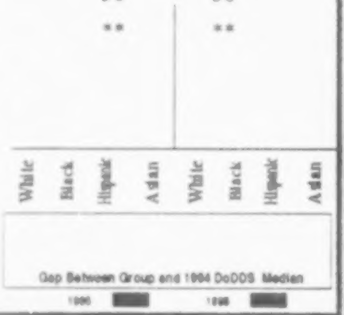
CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: **School**	**	**	**	**	**
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

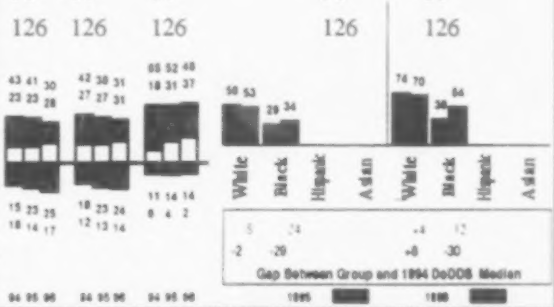
NOT APPLICABLE



Grade 7

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: **School**	56.5	58	75.7	45.6	65.1
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	126	126	126	126	126

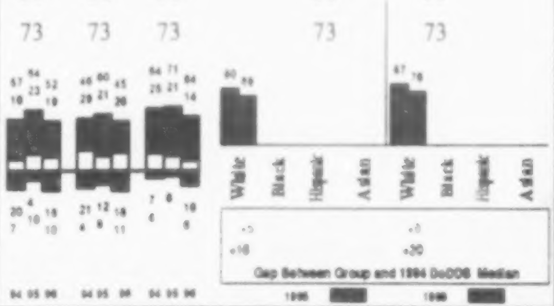
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: **School**	76	70	81.2	65.7	75.3
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	73	73	73	73	73

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	100%	77%	66%	42%
	1995	83%	61%	64%	41%
Math Avg Score	1994	466	481	472	479
	1995	469	480	480	482
Verbal Avg Score	1994	448	439	430	423
	1995	465	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results:A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Patch HS

UNIT 30401, BOX 4002
APO AE 09131-0003

DSN Phone:
430-7191/5347

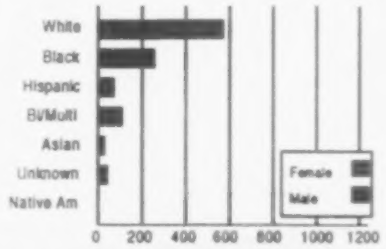
Commercial Phone:
711-680-7191/7279

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	110	785.2	31%	41%	14%	14%	0%
8	95	126	792.6	52%	12%	23%	11%	2%
8	96	107	737.1	15%	32%	37%	13%	0%
10	94	102	830.3	48%	28%	19%	5%	0%
10	95	117	811.5	33%	39%	16%	13%	0%
10	96	69	813.7	35%	44%	20%	1%	0%

Department of Defense Education Activity
Patrick Henry Elementary School (PK-5)
1995/96 School Profile
Gayle Vaughn-Wiles, Principal

School Characteristics

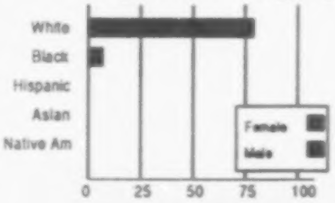
Student Enrollment - 1,082



Grade	#
PreK	18
K	160
1	207
2	180
3	184
4	183
5	150
Total	1082

Sponsor's Affiliation	
Marine	<5%
Army	81%
Navy	<5%
Air Force	1%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	17%
Non-US Civilians	<5%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	45.5
Special Education	9
Other Professionals	13.5

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	133	12%
K-8	TAG	117	11%
K-12	ESL	58	5%
1	Reading Recovery	16	8%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
31% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	4
> 10	67

Teacher Education	
Degree	% Teachers
BA/BS	17%
MA/MS	83%
Doctorate	0%

Principal's Highlights

Patrick Henry Elementary School is located in Heidelberg, Germany. The school, with an enrollment of approximately 1100 students, is one of the largest elementary schools in DoDEA. The main building is two stories with an attached multi-purpose room and a one-story attached media center. There are three portables which house DETMO and a portion of the British School which also uses three rooms in the main building. There is an additional one-story building.

Patrick Henry ES is dedicated to educating children for the 21st century. All classrooms use computer technology as an integral educational tool. Patrick Henry has been selected as an initial site for technology upgrades including a 30 station IBM lab in addition to an Apple lab.

Patrick Henry ES attempts to meet the diverse needs of its students through special programs such as school counseling and psychology services, TAG, EI, ESL, LI, pre-school handicapped, and an on-site OT/PT program provided by EFMS.

PHES is dedicated to providing its students with a well-balanced curriculum, in an environment conducive to learning, through varied instructional strategies in order that each student will achieve academic competence with a positive self-concept. It is our goal to ensure quality with equity for all.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.
All teachers are implementing Daily Oral Language into their daily curriculum. All staff attended the social studies curriculum inservice. The school promotes school wide citizenship awards and grade level awards assemblies to promote positive behavior and achievement.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp
Teachers incorporated problem solving strategies into the curriculum and prepared take home activities which encouraged parent involvement. The school sponsored an after school hands-on math night and a hands-on science night in which students and their parents participated in various activities.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Parents were involved on the SILT committee; invited to inservices, Love and Logic classes, assemblies, SAC meetings, and PTA board meetings. FAST hands-on activities were held for parents . The school has an active classroom volunteer program and parents were included in the community readers project. Parents also participated in ethnic /cultural activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
E-mail is available to all faculty. The school sends home a monthly newsletter and displays school activities in a community showcase designated for PHES. FAST developed and printed postcards for students and teachers to send to the deployed parents and as positive notes to any parent.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	76%	18%	2%
Math	74%	19%	3%
Science	61%	22%	6%
Social Studies	65%	20%	3%
School Communications	73%	22%	5%

Benchmark 10.8: Establish Technology for teachers and administrators

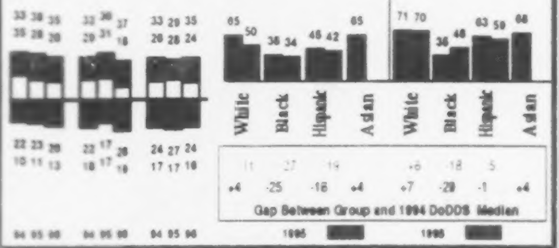
The school had an in-service on technology. All administrative staff and over 30 teachers and specialists will have attended at least one computer workshop before September 1996. The media center upgrade increased technology availability to staff and students. A second computer lab was added for students and teachers.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	63.3	56	60.3	48.4	58.4
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	172	169	168	168	169

Percent of Students in Each Quarter

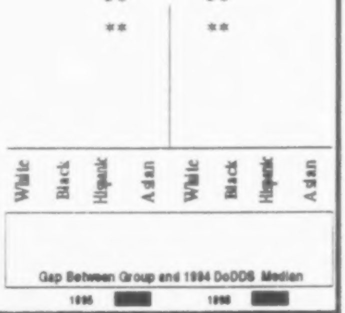


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

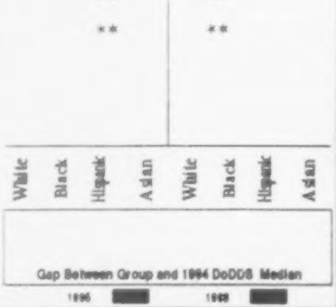


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	61%	64%	41%
Math Avg Score	1994	N/A	481	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Patrick Henry ES
UNIT 29237
APO AE 09102-0005

DSN Phone:
370-7454/8430

Commercial Phone:
6221-762454

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	178	740.2	20%	47%	25%	6%	0%
5	95	171	757.1	21%	64%	9%	5%	0%
5	96	148	735.8	24%	61%	11%	3%	0%

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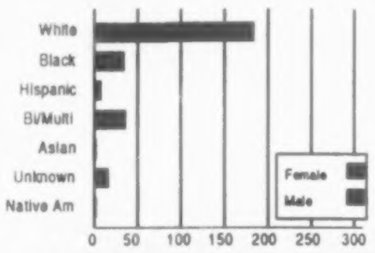
Department of Defense Education Activity
Robinson Barracks Elementary School (PK-6)
1995/96 School Profile

Cynthia Gessling, Principal

School Characteristics

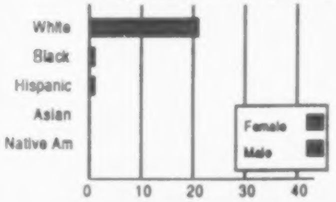
Student Enrollment - 278



Grade	#
PreK	1
K	30
1	45
2	49
3	38
4	35
5	47
6	33
Total	278

Sponsor's Affiliation	
Marine	5%
Army	58%
Navy	9%
Air Force	19%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	17	6%
K-8	TAG	38	14%
K-12	ESL	5	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
50% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	0
> 10	6

School Staff

Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	1
Other Professionals	5.5

Teacher Education

Degree	% Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

Principal's Highlights

Robinson Barracks Elementary School is a small K-6 elementary school located in Stuttgart, Germany military community. We have a very strong school-home partnership and communication structure to support our school improvement plan. We are located in a housing area that supports the mission of three other kasernes in Stuttgart. The school is the hub and mainstay for the Robinson Barracks Community.

The outstanding staff and modern facility located in a remote neighborhood that nurtures and responds to the stakeholders positively has kept the enrollment capacity high for this bedroom community.

Overwhelming parent support and added military support has provided a bridge to further develop the talents of our youth by having a very strong working relationship with all school age services. The staff is committed to augmenting all aspects of the curriculum by having extra curricular activities for our students. High expectations and the belief all children can and will succeed is evidenced by the achievement levels of our students.

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DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

All teachers K-6 use the Writing Process and incorporate computer technology for the final written product. The social studies contact person models lessons for all grade levels. Ongoing integrated activities for social studies units are provided to staff members to use in their classrooms.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

SNAP report was summarized in one page reports by the counselor. Entire staff reviewed the past 3 school years test data. Specific action plans for math applications will be developed and monitored for progress by a math committee. On-going "jig saw" activities on equity and achievement are conducted at monthly faculty meetings.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Monthly parent-student school activities enhancing music, crafts, parenting tips are conducted to create a friendly partnership. Expanded volunteer program through Red Cross and Installation Volunteer Coordinator gave us an 80% participation of parents in our school program. Mini educational summits will be conducted in the Fall after parents identify their needs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Weekly school newsletters include all student activities for the community. Administrator works cooperatively with School Age Services to develop community-school events. Several outstanding joint community-school events were implemented this year: Fall Fest, Pumpkin Carving Night, Breakfast with Santa, Spring Fest.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**84%**	**11%**	**5%**
Math	**80%**	**14%**	**5%**
Science	**58%**	**31%**	**8%**
Social Studies	**70%**	**22%**	**4%**
School Communications	**80%**	**15%**	**7%**

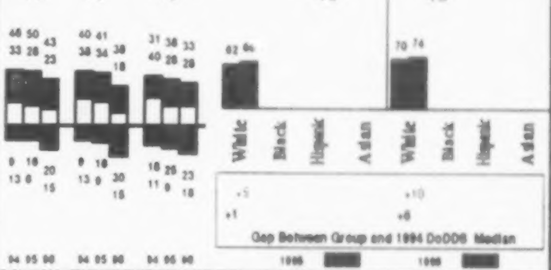
Benchmark 10.8: Establish Technology for teachers and administrators
CC:Mail was implemented for teachers use. Training has been given to staff for the beginning of technology integration. Use of a computer lab for all grades K-6, with emphasis on word processing curriculum, continues to occur.

CTBS Test Results

Grade 3

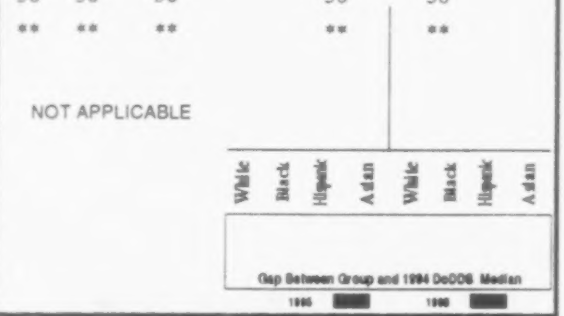
1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68	51.7	61	62.8	69.5
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	40	40	40	40	40

Percent of Students in Each Quarter



Grade 7

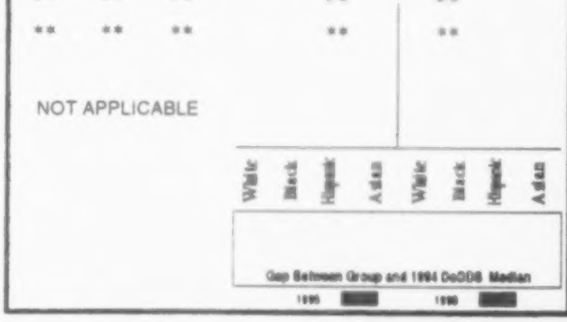
1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	81%	64%	41%
Math Avg Score	1994	N/A	481	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Robinson Barracks ES
NSAST, CMR 447
BOX 2231
APO AE 09154

DSN Phone:
420-7363/6164

Commercial Phone:
711-819-7112/7363

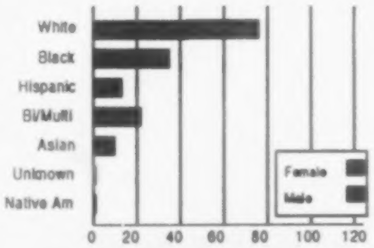
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	45	795.6	36%	53%	11%	0%	0%
5	95	35	745.5	29%	49%	20%	0%	0%
5	96	47	753.9	45%	49%	2%	2%	0%

Department of Defense Education Activity
Worms Elementary School (K-5)
1995/96 School Profile

Terry Emerson, Principal

School Characteristics

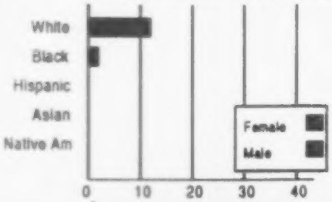
Student Enrollment - 158



Grade	#
K	29
1	20
2	22
3	28
4	23
5	36
Total	158

Sponsor's Affiliation	
Marine	<5%
Army	75%
Navy	<5%
Air Force	1%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	20%
Non-US Civilians	4%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	7
Special Education	0.5
Other Professionals	4

Special Programs			
Grade Offered	Program		
PK-12	Special Education	9	6%
K-8	TAG	29	18%
K-12	ESL	7	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	0
> 10	6

Mobility Rate
26% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	27%
MA/MS	73%
Doctorate	0%

Principal's Highlights

Worms Elementary School is a small K-5 school located near the Rhine River. Parental involvement and support for student programs and activities are exceptional. Staff members began two new after-school activity clubs (fine arts and computers). The 5th grade Odyssey of the Mind team won the Germany competition and raised funds to travel to Iowa for the world competition. We hosted over 200 students from the Heidelberg District with the Young Authors conference and workshop. Schoolwide enrichment activities included authors, singers, folk and ethnic groups. All major ethnic groups were recognized during the school year.

Our emphasis in the classroom centered on writing, science/mathematics and alternative assessments. A very successful math/science EXPO was presented in May to the PTA and community. All teachers have been trained in e-mail. Special programs were available for deployed spouses and children.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Two major schoolwide thematic units were implemented: Black History and Young Authors. The 5 step writing process was used and alternative assessments were developed using rubrics and portfolios. The Hooked on Books program was continued.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

MathLand was implemented in class and 4 parent evenings were held. Math/Science Expo was presented to PTA. A grading rubric was developed in grades 4/5 to assist in evaluating groups, active learning, courtesy, and participation. Higher order thinking was emphasized.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

In conjunction with PTA presentations were made in math, science, music and art. The DSO Young Authors conference was hosted by Worms Elementary School. Classroom volunteers were active and also involved in Hooked on Books, Young Authors, METRA, Odyessey of Mind, Math Olympiad.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All teachers have been trained and are utilizing the cc:Mail. The military e-mail connection is active and plans are to train teachers in September. Parents will be requested to give their address to assist with home school communication. A School/Home Partnership will begin in Sept 96.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	79%	13%	3%
Math	72%	13%	8%
Science	56%	23%	5%
Social Studies	57%	22%	5%
School Communications	75%	22%	1%

Benchmark 10.8: Establish Technology for teachers and administrators

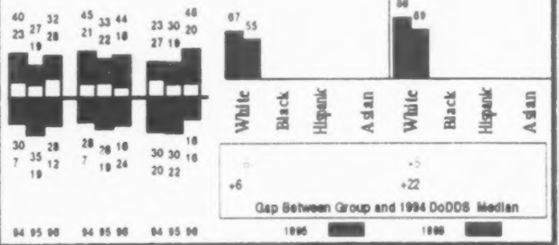
An 18 station APPLE computer lab was established for teachers/students. Parent volunteers assisted with basic instruction and monitoring of the lab during school. Training is on-going in word processing, inclusion, and integration in the curriculum.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	66	65	66	39	61.3
District	64.9	61.1	62.7	53.4	65.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	25	25	25	24	25

Percent of Students in Each Quarter

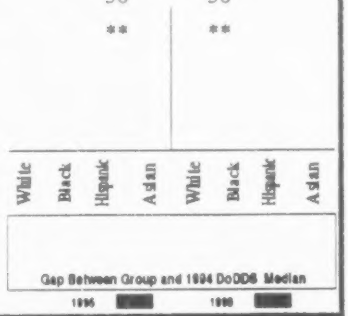


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	63.4	67	71.2	54.9	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

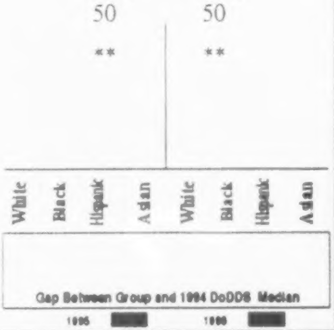


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	73.2	70.3	77.7	66.1	74.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	77%	66%	42%
	1995	N/A	61%	64%	41%
Math Avg Score	1994	N/A	481	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	439	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Worms ES
CMR 455
APO AE 09058

DSN Phone:
383-7980/7219

Commercial Phone:
6241-592843

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	32	703.7	9%	28%	44%	19%	0%
5	95	19	719.2	16%	53%	11%	21%	0%
5	96	31	763.4	42%	52%	7%	0%	0%

SECTION E

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

HESSEN DISTRICT
1995-1996

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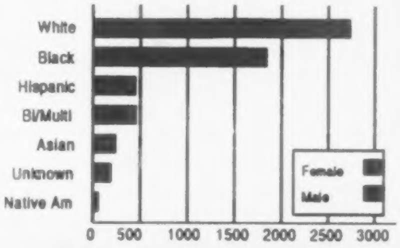
Department of Defense Education Activity
Hessen 1995/96 District Profile

Marcia Johnson, Superintendent

District Characteristics

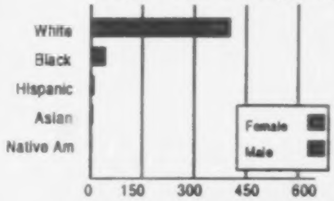
Student Enrollment - 5,933



Grade	#
PreK	101
K	694
1	709
2	583
3	618
4	547
5	471
6	443
7	447
8	367
9	312
10	257
11	202
12	182
Total	5933

Sponsor's Affiliation	
Marine	<.5%
Army	83%
Navy	<.5%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	**Special Education**	726	12%
K-8	TAG	979	20%
K-12	ESL	149	2%
1	Reading Recovery	69	9%
7-12	AVID	196	
Students Taking AP Courses		215	55%

Mobility Rate
42% Per Year

Teacher Experience

Years	Teachers
New	8
1-3	5
4-6	11
7-10	29
> 10	284

School Staff

Category	FTE
Administrators	24
Classroom Teachers	304
Special Education	54
Other Professionals	90

Teacher Education

Degree	% Teachers
BA/BS	29%
MA/MS	68%
Doctorate	2%

Superintendent's Highlights

The Hessen District Team managed and supported the change process in its 17 schools by working with teachers, administrators, & parents as they implemented the Strategic Plan. Emphasis was placed on the DSO team working together in the following areas:

Program implementations in Social Studies and Mathematics; School-Based Staff Development with the DSO staff providing a "Menu" outlining opportunities which could be offered at the individual schools; 3 elementary schools electing to adopt the Superintendent's proposal to provide time for staff development by altering the daily time schedule and 4 more schools adopting the proposal for next school year; the correlation of Authentic Assessment to the new elementary Progress Report in math and language arts; Work Sampling portfolio assessment; Secondary School Reform through restructuring of the school day with 3 schools electing to implement Block Scheduling next year; and the Infusion of Technology into curriculum and instruction through the Model Schools Project and by keyboarding for all 4th graders.

The mission of the Hessen District, "to educate all students... through excellence in teaching and learning" in correlation with the vision of the DoDEA Strategic Plan, gave impetus to all efforts.

DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

District support included: expansion of the Reading Recovery program, assistance in using school-wide writing tasks as assessment and teaching tools, supporting a District Middle School Writing Symposium, training for the new Social Studies program, and providing for extra curricular programs. (i.e., the National Geography Olympiad & the Oral Reading Contest.)

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The major district focus was on the new Math implementation. Three district math liaisons worked extensively with teachers and parents, extending knowledge, modeling lessons, & providing coaching. Plans have been made for a class in September and October which will increase participants' knowledge of mathematics and techniques for the mathematics classroom.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The Hessen DSO worked diligently to include parents. 4 days of " Families and Schools Together " training & 4 days of "School Advisory Committee" training and sharing were conducted for parents and teachers. 10 teachers and parents attended the School/Home Partnership (S/HP) 3 day training. 1 parent & 1 teacher attended S/HP summer training and will take the lead in SY 96-97. SHP/FAST training in SY 96-97.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The district established a monthly newsletter for teachers highlighting accomplishments directly related to implementation of the DoDEA Strategic Plan. Staff members wrote articles for the local area newspapers and Europe-wide publications about the happenings in the district. Teacher communication was accomplished most often through e-mail.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	70%	21%	6%
Math	68%	21%	6%
Science	57%	24%	8%
Social Studies	59%	23%	5%
School Communications	73%	20%	7%

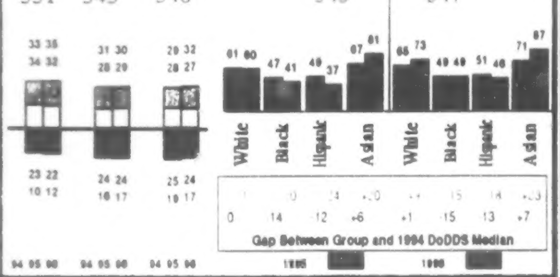
Benchmark 10.8: Establish Technology for teachers and administrators
Staff development was available for all teachers from one-on-one help, sessions on school inservice days to week long inservices during the summer. District Computer Coordinators facilitated a keyboarding class for all fourth grade students. Media centers at 2 schools were upgraded & 3 schools received a 30 workstation pentium lab. More hardware will be available in the coming year.

CTBS Test Results

Grade 3

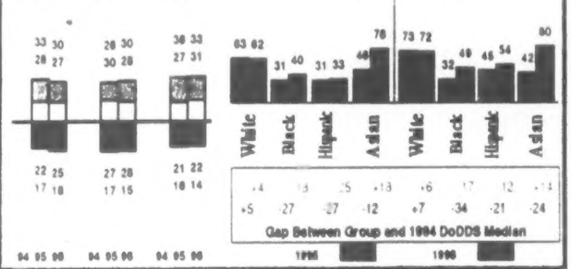
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	551	545	546	545	547

Percent of Students in Each Quarter



Grade 7

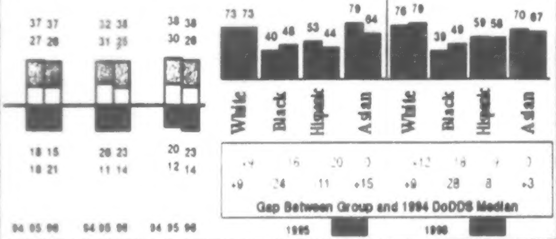
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	408	408	408	408	409



Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	179	181	180	180	180

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	1994	71%	66%	42%
	1995	54%	64%	41%
Math Avg Score	1994	456	472	479
	1995	440	480	482
Verbal Avg Score	1994	428	430	423
	1995	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Hessen District
Attn: Marcia Johnson
Unit 7565, Box 29
APO AE 09050

DSN Phone:
330-8431

Commercial Phone:
49-69-69580312

DoDEA Writing Assessment				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	535	732.7	14.0%	56.4%	17.0%	12.0	0.6%
5	96	421	730.6	26.6%	52.5%	18.1%	2.1%	0.7%
8	94							
8	95	387	768.5	32.0%	19.1%	32.0%	16.8	0.0%
8	96	331	765.8	17.8%	39.9%	32.9%	8.5%	0.9%
10	94							
10	95	178	795.5	26.4%	40.4%	21.3%	10.7	1.1%
10	96	234	794.6	29.1%	43.2%	20.1%	6.8%	0.9%

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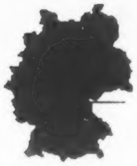
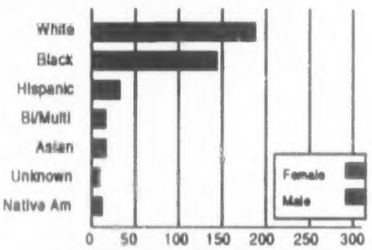


Department of Defense Education Activity
Argonner Elementary School (PK-5)
1995/96 School Profile
Jim Harrison, Principal

School Characteristics

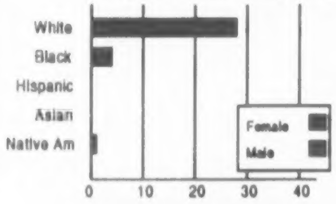
Student Enrollment - 410



Grade	#
PreK	18
K	79
1	68
2	50
3	75
4	59
5	61
Total	410

Sponsor's Affiliation	
Marine	<.5%
Army	92%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	70	17%
K-8	TAG	61	16%
K-12	ESL	11	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
60% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	2
7-10	5
> 10	26

School Staff

Category	FTE
Administrators	1
Classroom Teachers	18.5
Special Education	5.5
Other Professionals	8.5

Teacher Education

Degree	% Teachers
BA/BS	25%
MA/MS	71%
Doctorate	4%

Principal's Highlights

During this school year, Argonner Elementary School has experienced a successful transition from the Outcomes/School Improvement Process (O/SIP) to the DoDEA School Improvement Model. O/SIP came to fruition by the school earning an Outcomes Accreditation endorsement from North Central Association with the highest marks.

The beginning of successful implementation of the DoDEA process was first evidenced by the establishment of the School Improvement Team which allowed significant contribution and input from parents. The parental involvement in our school this year is to be highly commended due to the fact that so many families were directly affected by the Bosnian deployment.

A second indicator of success with the process is the high level of involvement of the teachers in the selection of the strategies to be implemented for the School Improvement Plan. The variety of strategies developed reached across all curricular areas and students abilities.

During the summer, a majority of teachers attended a workshop in Boston offered by the NSF's Model School Program. During this time, teachers collaborated to further the goals of writing and math using technological strategies.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Teaching strategies to incorporate Writing Across the Curriculum are underway. A school wide writing assessment was conducted in the Fall and a second Spring assessment is underway. A Young Author's program was conducted after school once a week. A student anthology of literature and artwork was published in the Spring.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

All classroom teachers implemented the new MathLand program this year in an effort in improve math achievement. Students demonstrated an enthusiasm for the new approach to math concepts, which has in turn enhanced parental interest. Special learning nights for parents were well attended. Data based on ethnicity and gender is being collected as baseline information.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents felt that their increased participation in the decision-making roles of SAC, PTA and the SIT allowed for a vital parent perspective. Evidence of the high number of parent volunteers was the 143 invitations to the Volunteer Appreciation Tea to acknowledge their efforts during the school year. Parents also attended learning-centered meetings and in-services.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Within the school, monthly Management Council meetings, faculty meetings and a daily bulletin provided a teacher communication system. Parent/Community communications were fostered through the principal's monthly newsletter, monthly SAC, PTA and IAC meetings, special Parent Nights and teachers' newsletters and notes/phone calls home.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	78%	13%	4%
Math	72%	19%	4%
Science	54%	21%	9%
Social Studies	61%	21%	4%
School Communications	76%	18%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

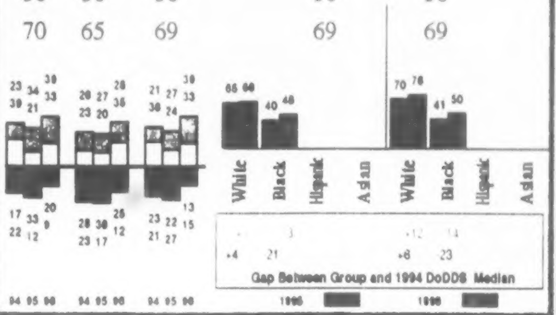
Access to electronic technology for teachers and administrators has been established. In-service opportunities have been offered to enhance computer skills, with a wide variety of offerings continuing throughout the summer. Teachers have access to cc:Mail, and the recent installation of the mini-lab allows access to the Internet to send and receive information.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68.5	61.7	63.7	58	69
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	70	65	69	69	69

Percent of Students in Each Quarter

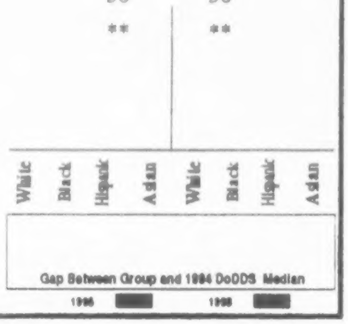


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

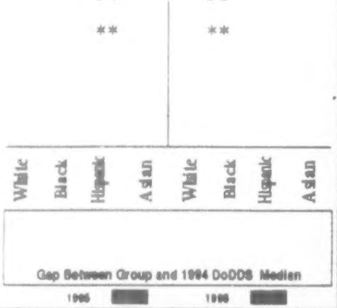


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Argonner ES
UNIT 20235
APO AE 09165

DSN Phone:
322-8819/8374/8164

Commercial Phone:
6181-55442

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	56	733.6	23%	32%	27%	18%	0%
5	95	63	738.7	13%	64%	11%	13%	0%
5	96	55	738.6	31%	49%	18%	0%	2%

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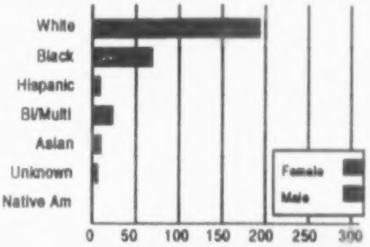
Department of Defense Education Activity
Aukamm Elementary School (K-5)
1995/96 School Profile
Christine Holston, Principal

School Characteristics

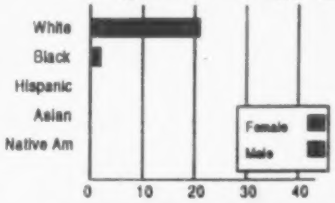
Student Enrollment - 311



Grade	#
K	49
1	51
2	49
3	52
4	56
5	54
Total	311

Sponsor's Affiliation	
Marine	<.5%
Army	87%
Navy	1%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	1.5
Other Professionals	5

Special Programs

Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	45	14%
K-8	TAG	55	18%
K-12	ESL	1	0%
1	Reading Recovery	4	8%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
40% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	18

Teacher Education

Degree	% Teachers
BA/BS	44%
MA/MS	56%
Doctorate	0%

Principal's Highlights

Aukamm Elementary, a small community school in the heart of Wiesbaden, educates a diverse population of students. The two-story structure of twelve classrooms also houses a computer laboratory and an automated Media Center. Parents are actively involved in the School Advisory Committee, Parent Teacher Association, and the school Volunteer Program. In addition to core subjects, Aukamm students are taught "how" to learn in order to succeed in a rapidly changing technological environment.

An integrated approach is used as the instructional model with strong emphasis on the collaborative process.

The Aukamm program strives to develop each child to his/her full potential, in an atmosphere that fosters acceptance, respect, and trust. The staff strives to motivate each child to perform tasks that are commensurate with his/her readiness ability and to offer programs that promote sound principles of learning. We believe our school, which has a strong focus on equity, is a school for all children.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Plans have centered on increasing writing skills of all students in all subject areas. All faculty members have included writing in their curriculum using a variety of activities such as Daily Oral Language, journal activities, Writing Workshop, peer conferencing and review, and Author's Chair. Growth was assessed through school wide writing samples in Fall and Spring.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategies focused on manipulatives, problem solving techniques, written & oral expression of the mathematical process, Arithmatwists, Share Sheets, and computer assisted instruction. All teachers and specialists were trained in the MathLand Program with subsequent in-services throughout the year. Progress was measured by report cards and standardized testing.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents in this community are very actively involved in their school. The majority have participated and have shown their support in such activities as individual & group conferences, Math Night in-services, multi-cultural activities, PTA, School Advisory Committee, School Improvement Leadership Team and a vigorous volunteer program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

An administrative publication is distributed monthly to inform parents and community of school activities. All teachers continuously communicate with parents through classroom newsletters, conferences, phone calls, and informal notes. Plans are being developed to bring parents, students, and school staff together.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**65%**	**26%**	**6%**
Math	**65%**	**27%**	**4%**
Science	**51%**	**32%**	**7%**
Social Studies	**57%**	**30%**	**3%**
School Communications	**80%**	**17%**	**3%**

Benchmark 10.8: Establish Technology for teachers and administrators

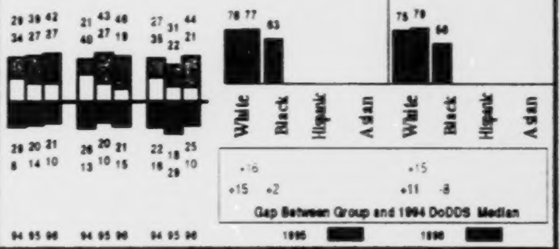
Electronic Technology has been utilized by the entire staff to support all curriculum areas. Training has occurred, and is planned, for the staff to include new programs in recordkeeping and report writing.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	69.7	68.3	69	71.7	71
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	48	48	48	47	48

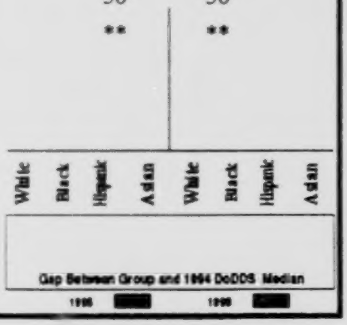
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

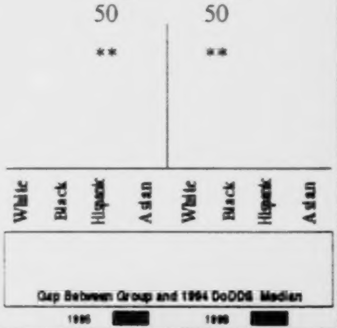


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Aukamm ES
UNIT 29647 (Wiesbaden)
APO AE 09096

DSN Phone:
337-6260/6261

Commercial Phone:
611-561518

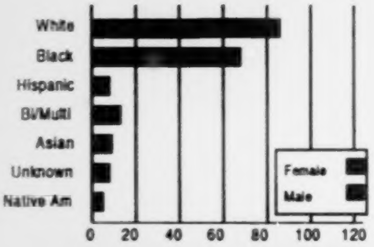
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	94	52	732.9	14%	37%	44%	6%	0%
5	95	39	746.5	15%	56%	23%	5%	0%
5	96	45	761.8	36%	51%	11%	2%	0%

Department of Defense Education Activity
Babenhausen Elementary School (K-6)
1995/96 School Profile

Jacqueline Hulbert, Principal

School Characteristics

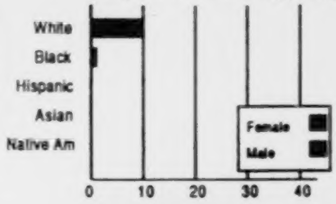
Student Enrollment - 196



Grade	#
K	36
1	43
2	31
3	30
4	26
5	16
6	14
Total	196

Sponsor's Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	17	9%
K-8	TAG	35	18%
K-12	ESL	4	2%
1	Reading Recovery	9	21%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
53% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	1
> 10	8

School Staff

Category	FTE
Administrators	1
Classroom Teachers	10
Special Education	1
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	56%
MA/MS	44%
Doctorate	0%

Principal's Highlights

Babenhausen Elementary School (BES) is an academically focused school serving K-6th grade students from the Army communities of Aschaffenburg and Babenhausen. Our school complex has 8 classrooms, computer lab, science/math lab, gymnasium, and media center.

School staff monitor student success holding high expectations. The RIS/Reading Recovery program gives added strength to the school's emphasis placed on reading to achieve success. MathLand, computation strategies, and GOAL testing give strength to the math program.

BES has an active Parent School Organization which teams with teachers for MathLand Nights, International Day, and the Week of the Young Child. Parents are team players in school improvement planning, discipline, and events of enrichment. School wide enrichment includes guest speakers, computer and chorus clubs, math olympaids, geography bee, and International Day activities.

Teachers are eager learners. They have voluntarily rescheduled the school day for school improvement planning and in-service training to happen. All staff members are taking additional course credits to improve their skills in computer education/technology, reading/math instructional strategies, and/or master program studies.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Our School Improvement Team chose to implement a variety of strategies to improve reading comprehension. This plan uses a combination of effective instructional programs, use of technology, and encouragement of reading for pleasure. Assessment tools include the Macmillan Comprehension Scores, a Family Reading Survey, and a technology checklist.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Our School Improvement Team selected to concentrate on strengthening math skills and developing mathematical concepts. Using MathLand as our primary source for instruction and assessment, we worked to: (1) Encourage oral and written expression in math, (2) Involve all students in the learning, and (3) Involve all parents and community members.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents and community representatives are active members of the SI team. The PTO actively supports school programs such as International Day and Family Math Nights. Many parents serve as volunteers, both in the classrooms and at special programs. Our school receives a high percentage of parent response on surveys with high evaluative ratings.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The principal published bi-monthly newsletters to inform parents and the community about important school activities and how to help children learn. The School Improvement Team meets regularly to assess the needs of the students and to develop strategies to improve student skills.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**76%**	**17%**	**3%**
Math	**76%**	**14%**	**3%**
Science	**69%**	**10%**	**7%**
Social Studies	**50%**	**21%**	**7%**
School Communications	**54%**	**33%**	**10%**

Benchmark 10.8: Establish Technology for teachers and administrators

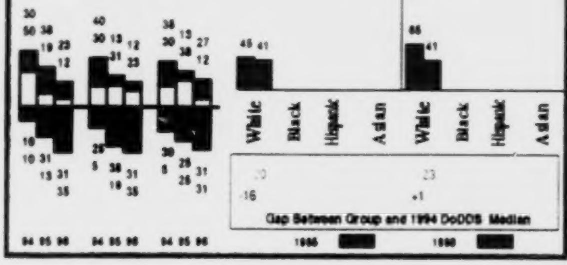
A new computer lab was installed in 1995 for student and teacher use. Every class makes weekly use of the computer lab to address a variety of curriculum needs. Teachers have received training in programs related to math, reading and keyboarding. Training on how to integrate technology into the curriculum to improve learning is an on-going process.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	35	42.7	37.5	35.5	40
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	26	26	26	26	26

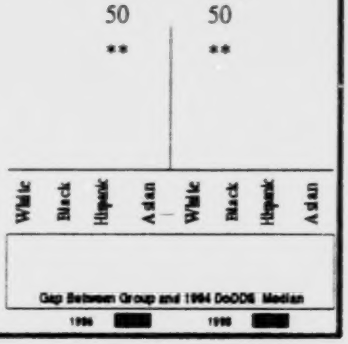
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

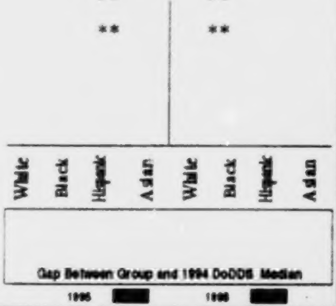


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Babenhausen ES
UNIT 20219, CMR 462
APO AE 09089

DSN Phone:
348-3818/3728

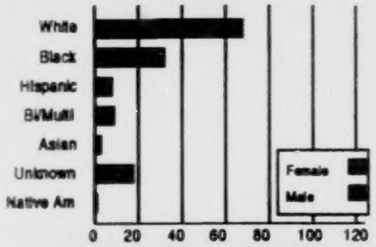
Commercial Phone:
6073-3432

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	13	697.3	23%	39%	23%	8%	8%
5	95	14	691.7	0%	50%	29%	21%	0%
5	96	19	676.9	16%	47%	26%	5%	5%

Department of Defense Education Activity
Bad Nauheim Elementary School (K-6)
1995/96 School Profile
Barbara Burke, Principal

School Characteristics

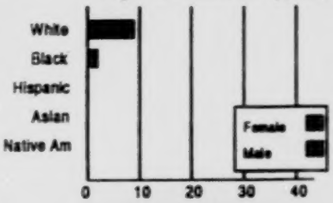
Student Enrollment - 139



Grade	#
K	24
1	33
2	24
3	12
4	19
5	12
6	15
Total	139

Sponsor's Affiliation	
Marine	<5%
Army	99%
Navy	<5%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	1%
Non-US Civilians	<5%

Professional Staffing



Special Programs			
PK-12	Special Education	11	8%
K-8	TAG	16	12%
K-12	ESL	9	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
55% Per Year

Teacher Experience Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	17

School Staff Category	FTE
Administrators	1
Classroom Teachers	7
Special Education	1
Other Professionals	8

Teacher Education Degree	% Teachers
BA/BS	42%
MA/MS	58%
Doctorate	0%

Principal's Highlights

Bad Nauheim Elementary School is a DoDEA school in the Hessen District of Germany. It serves 121 students in grades K-6. The faculty totals 16; 5 classroom teachers, 1 kindergarten teacher and 10 itinerant specialists. The school houses a computer lab, media center, science resource center and a multi-purpose room. Children are offered a hot lunch prepared in the school cafeteria, which doubles as an indoor PE facility.

The major areas of emphasis this school year were writing and math. The MathLand implementation was a huge success; teachers and students were actively involved and enthusiastic about the program. The quality and quantity of student writing was increased with the use of the computer lab and supportive teachers and peers. Writing from all grade levels is proudly displayed throughout the school.

The Bad Nauheim faculty always recognizes and nurtures the uniqueness of each student and strives to provide an environment that is conducive to academic and social growth.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship
Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.
Strategies implemented this year to increase student proficiency in writing included the following: staff development on the writing process and holistic scoring, specialists were encouraged to incorporate writing activities into their curriculums, students were involved in all stages of the writing process at least once per month in addition to daily writing activities across the curriculum.

Goal 4: Math And Science Achievement
Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.
Active learning was increased as a natural result of the implementation of the MathLand program. All students, regardless of ability or race, experienced some level of success in a self-contained classroom setting. Cooperative learning and inclusion were utilized throughout the school.

Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Parental involvement activities were provided in the MathLand program. Volunteers were actively involved in the media center and several classrooms. The PTO sponsored a Read-Aloud Day and assisted with the Book Fair. Students regularly shared work samples with their parents and parents made comments and returned the work with a signature.

Goal 10: Organizational Development
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
School newsletters, teacher newsletters, parent-teacher conferences and an open-door policy keep teachers and parents in close contact about the students achievement. SAC and PTO serve as additional means of communication.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	73%	21%	4%
Math	80%	17%	1%
Science	50%	27%	7%
Social Studies	46%	31%	8%
School Communications	91%	8%	1%

Benchmark 10.8: Establish Technology for teachers and administrators

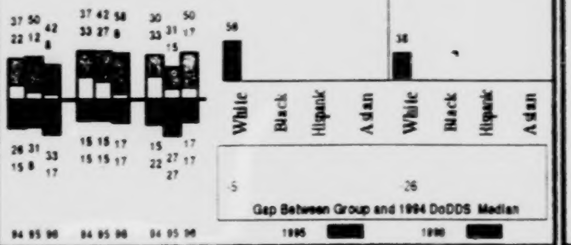
All students grades 2-6 have been introduced to keyboarding. A computer lab is used extensively by upper level students for all writing projects. Sixth grade students were involved in a solar energy project on Kidsnet. E-mail was established between students at Bad Nauheim ES and Livorno ES. A teacher station is available for cc:Mail and word processing.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	57.5	78	75.5	57	69
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
[illegible]udents	12	12	12	12	12

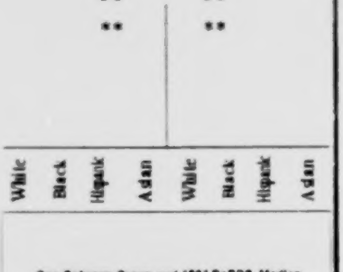
[illegible]ercent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

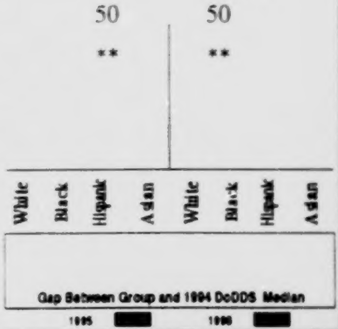


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Nauheim ES

UNIT 21103

APO AE 09074

DSN Phone:
324-3548

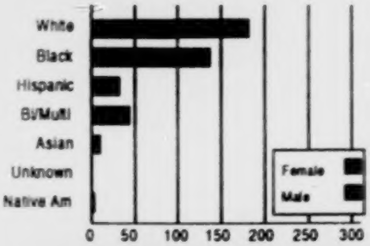
Commercial Phone:
6032-85580

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	14	677.4	7%	50%	21%	14%	0%
5	95	13	755.8	15%	62%	23%	0%	0%
5	96	7		43%	57%	0%	0%	0%

Department of Defense Education Activity
Butzbach Elementary School (PK-6)
1995/96 School Profile
David Russell, Principal

School Characteristics

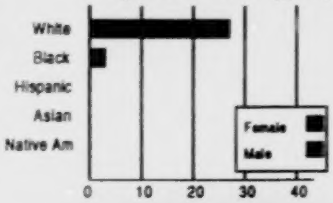
Student Enrollment - 397



Grade	#
PreK	12
K	80
1	68
2	64
3	57
4	41
5	40
6	35
Total	397

Sponsor's Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	5
Other Professionals	6.5

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	85	21%
K-8	TAG	27	7%
K-12	ESL	16	4%
1	Reading Recovery	8	12%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
49% Per Year

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Teacher Education	
Degree	% Teachers
BA/BS	23%
MA/MS	77%
Doctorate	0%

Principal's Highlights

Butzbach Elementary School is a leader in developing writing in all areas of the curriculum and in utilizing computer assisted instruction. Recognition for improvement in measurable student learning in the School Improvement Plan goals was noted by the North Central Association (NCA) in their awarding our school the Outcomes Accreditation endorsement.

Located in the city of Butzbach, the school is a 41 classroom structure housing two computer labs - IBM and Apple, a 9000 volume technologically advanced Media Center, cafeteria, and gymnasium. The tradition of parent and teacher partnership has served as the anchor for the school's continued improvements to meet the National Education Goals 2000.

Reaching beyond the core subjects of the traditional elementary school and serving as the centerpiece for improving learning is the emphasis on communicating in writing and math in all subject areas of the school. Butzbach Elementary serves a population of diverse children. Programs for special needs students include, preschool handicapped, learning and physically disabled, talented and gifted, and English as a second language.

Butzbach Elementary continues to provide a cooperative learning enviroment where children can achieve their indivdual best.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

We have focused on increasing writing ability in all subject areas. Students were given prompts to write to in the Fall and the Spring. They were scored with a rubric created by the teachers at each grade level. Six teachers have implemented the Cooperative Integration of Reading Comprehension model. All teachers are using math journals to enhance writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

All teachers in the school have worked diligently on implementing the new MathLand program. The emphasis has been on the ability of students to solve mathematical problems and to explain their thinking about their mathematical thoughts. Two math nights have been organized to help parents understand how to work with their students at home with the new math series.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The Parent Teacher Association has been very active this year planning programs for the children. Parents have been involved with the School Improvement Team and the School Advisory Committee. Eighty parents were honored for their volunteer time given to the school. Comment sheets have been sent home with the School Newsletter asking for parental responses.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The Families and Schools Together committee has planned 5 evening activities for parents and children to work together with the school. Group Conferences with the K-3 students and their parents were held and were highly successful. Monthly newsletters have been sent home to keep the parents informed about school events.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**66%**	**21%**	**10%**
Math	**64%**	**22%**	**9%**
Science	**48%**	**26%**	**10%**
Social Studies	**53%**	**22%**	**8%**
School Communications	**70%**	**20%**	**11%**

Benchmark 10.8: Establish Technology for teachers and administrators

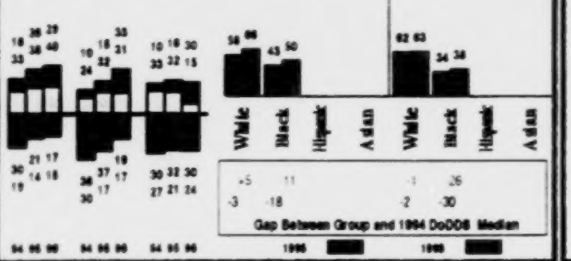
The Families and Schools Together committee has planned 5 evening activities for parents and children to work together with the school. Group Conferences with the K-3 students and their parents were held and were highly successful. Monthly newsletters have been sent home to keep the parents informed about school events.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	61.7	56.3	48.4	63	52.5
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	48	48	46	47	46

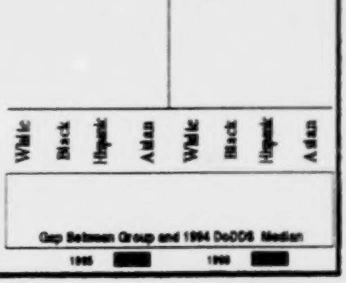
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

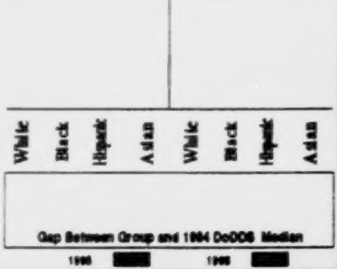


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

Percent of Students in Each Quarter



SAT Results					
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Butzbach ES
CMR 452, BOX 5500
APO AE 09045

DSN Phone:
346-8652/8653

Commercial Phone:
6033-65888

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	61	682.6	10%	31%	34%	21%	3%
5	95	30	708.5	7%	50%	23%	20%	0%
5	96	37	681.9	11%	43%	38%	8%	0%

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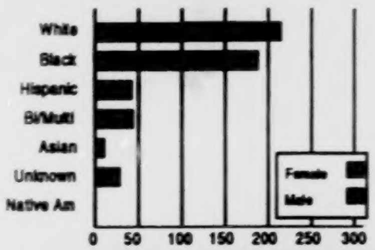
Department of Defense Education Activity
Darmstadt Elementary School (PK-5)
1995/96 School Profile
Julie Gaski, Principal

School Characteristics

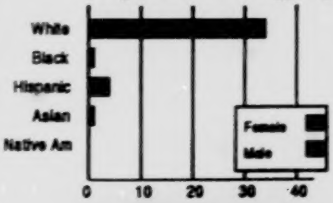
Student Enrollment - 519



Grade	
PreK	30
K	73
1	118
2	74
3	91
4	71
5	62
Total	519

Sponsor's Affiliation	
Marine	<5%
Army	94%
Navy	<5%
Air Force	1%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	5%
Non-US Civilians	<5%

Professional Staffing



Special Programs			
PK-12	Special Education	102	20%
K-8	TAG	76	16%
K-12	ESL	19	4%
1	Reading Recovery	32	27%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
37% Per Year

Teacher Experience	
New	
1-3	
4-6	
7-10	
> 10	

[illegible]	
Administrators	2
Classroom Teachers	23
Special Education	8
Other Professionals	9

[illegible]	
BA/BS	33%
MA/MS	64%
Doctorate	3%

Principal's Highlights

Darmstadt Elementary School is referred to in its 1996 Accreditation Report as a "learning community with a common set of shared values." That same report says, "The warm and compelling climate of the school affects staff, students, and teachers. The children exhibit behavior that denotes they feel safe and cared for; the teachers appear competent and appreciated; the parents say they feel welcome and valued."

Darmstadt Elementary educates a diverse population of students, including preschool handicapped, learning disabled, English as a second language, and general education programs. It offers unique programs such as the partial German language immersion second and third grade classes and the Reading Recovery program for grade one. In addition to core subjects, students are being taught the skills and uses of technology today and for their future. Not only is the use of computer hardware and software a part of instruction, but it also serves as a medium for learning in other areas of the curriculum (for example, writing, math, social studies).

Darmstadt Elementary is a child-centered school that offers its students many opportunities to be successful. Staff helps each child to experience success according to interests, talents, and abilities, and to be recognized for accomplishments.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Plans centered on increasing the use of strategies for writing to read, reading for pleasure, and for students working together. Teachers work on journals, research projects, silent and paired reading and activities such as book fairs and reading at home to encourage independent reading. Staff training focuses on ways to expand skills in teaching writing and students' social skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategies focused on making students better problem solvers in math. Students work in groups to explain their thinking and use concrete objects to solve or show problems. Using DoDDS standards for mathematics training has given teachers better ways of helping students understand math and its relationship to other areas of the curriculum and real life.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

In SY 95-96, 200+ volunteers contributed to the school. Parents participated in Open House, Career Day, family math nights, guest readers/speakers, enrichment reading groups, and decision making committees. The 1996 Accreditation Report says parents "...work for the good of the school (while) teachers give over and above...a relationship that pays off for students."

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly communications to parents include the Dragon Tales, the school wide newsletter, and many classroom newsletters. Important information about the school is shared with parents in the School Advisory Committee, Installation Advisory Committee, PTO, and with the community in weekly meetings, the community newspaper and the official calendar.

Report Card from DoDDS Parents

Overall Quality	A/B	C	D/F
Language Arts	73%	15%	4%
Math	71%	16%	4%
Science	60%	16%	5%
Social Studies	58%	15%	4%
School Communications	72%	20%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

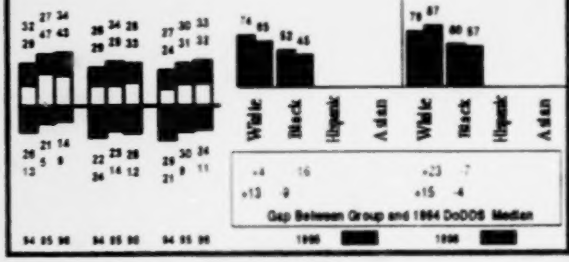
Plans have been completed to integrate the appropriate use of technology into the language arts and math. Computers in the school lab and classrooms are used daily for keyboard training, software support of instruction, problem solving, writing, and telecommunications. Training has been planned for word processing and for using software to support instruction.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.2 Math	 Science
School	62.7	59	62	54	66.3
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	77	76	75	75	76

Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.2 Math	 Science
School	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

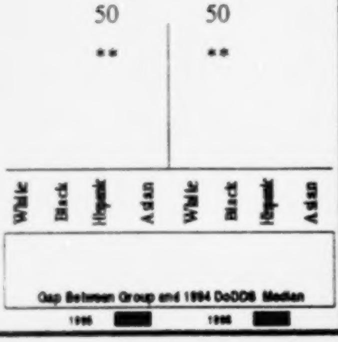
NOT APPLICABLE

Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.2 Math	 Science
School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Darmstadt ES
CMR 431
APO AE 09175

DSN Phone:
348-6513/7390

Commercial Phone:
6151-64122

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	84	747.3	20%	38%	37%	5%	0%
5	95	69	724.5	16%	59%	16%	8%	0%
5	96	55	728.7	31%	46%	22%	2%	0%

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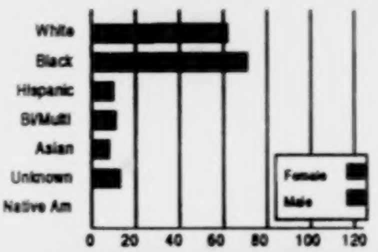
Department of Defense Education Activity
Darmstadt Middle School (6-8)
1995/96 School Profile
Laurie Crehan, Principal

School Characteristics

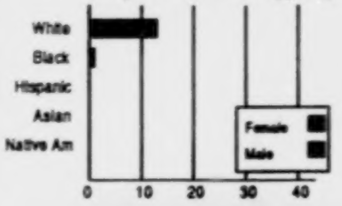
Student Enrollment - 175



Grade	
6	56
7	65
8	54
Total	175

Sponsor's Affiliation	
Marine	<5%
Army	91%
Navy	<5%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	9%
Non-US Civilians	<5%

Professional Staffing



Special Programs			
PK-12	Special Education	22	13%
K-8	TAG	53	30%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	30	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
32% Per Year

Teacher Experience Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	13

School Staff Category	FTE
Administrators	1
Classroom Teachers	11.5
Special Education	1
Other Professionals	1

Teacher Education Degree	Teachers
BA/BS	31%
MA/MS	69%
Doctorate	0%

Principal's Highlights

Darmstadt Middle School is comprised of 180 students in grades 6, 7, and 8 with a staff which includes 11 classroom teachers and 7 itinerant specialists. The curriculum offers all core sub-jects plus a fine arts program for students to have an opportunity for self expression through the arts, and electives to provide students the opportunity to explore many different fields.

This year the school has focused closely on the DoDEA School Improvement Process. A School Improvement Team was established. All staff members belong to at least one benchmark committee. Parents also work on the sub-committees. Data were reviewed, strategies selected, and a comprehensive school improvement plan with accompanying action plans was developed.

Darmstadt Middle School staff strives for enhanced learning for all students. It is our hope that the strategies selected will help us reach our benchmarks. Continual review of the data allows us to modify our approaches. In addition, monthly professional development is provided to increase staff expertise and explore ways of increasing student learning.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

The School Improvement Team selected social studies as the area of focus. As a faculty, we have been studying integrating curriculum. Often students find school disjointed because of the division into separate classes. Teachers across curricular areas are working together to develop units of study that incorporate many subjects.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Math was identified as the major area of emphasis. Strategies centered around the implementation of the new math series. Activities included the use of manipulatives, cooperative learning, problem solving, and writing to explain thinking. In addition, it was felt that increasing students' ability to solve problems in math and science would increase student achievement.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents are encouraged to participate in all school programs. They are invited to all in-services, serve as active members on the School Improvement Team, and the School Advisory Committee. This benchmark includes ways of improving the school-home partnership by communicating, supporting, learning and decision making cooperatively to help all students succeed.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Parents are kept informed through conferences, newsletters, telephone calls, and weekly reports. Students use daily assignment books to maintain two-way communication between the home and school. "Positive postcards" are sent to parents to let them know about successes of their children. The administrator attends military staff meetings to keep them informed on school events.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**64%**	**24%**	**12%**
Math	**72%**	**19%**	**8%**
Science	**66%**	**31%**	**2%**
Social Studies	**68%**	**26%**	**7%**
School Communications	**62%**	**25%**	**13%**

Benchmark 10.8: Establish Technology for teachers and administrators

Computer classes are available for all students as an elective selection. A computer lab will be available for student and teacher use in the coming year. Staff development plans include training for teachers in word processing and classroom use of word processing programs, cc:Mail and the Internet.

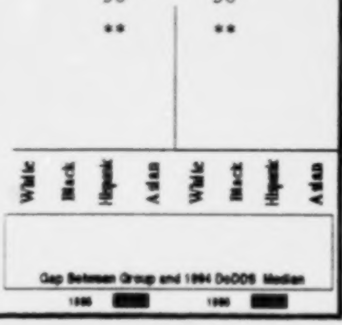
CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

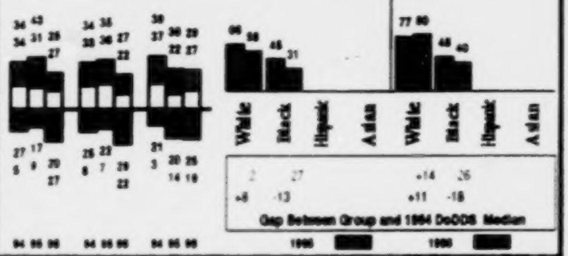
NOT APPLICABLE



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	53	50.7	51.8	35	58
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	59	59	59	59	59

Percent of Students in Each Quarter

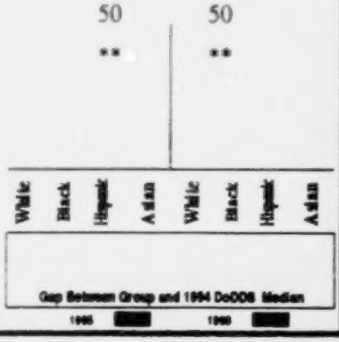


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Darmstadt MS
CMR 431
APO AE 09175

DSN Phone:
348-6517/7185

Commercial Phone:
6151-64153

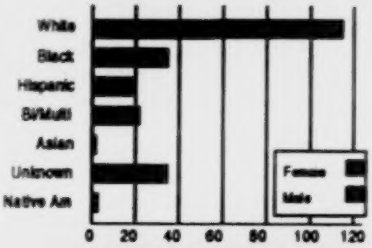
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	50	797.2	30%	46%	20%	4%	0%
8	95	37	819.7	60%	16%	22%	3%	0%
8	96	45	769	18%	38%	36%	9%	0%

Department of Defense Education Activity
Gelnhausen Elementary School (K-5)
1995/96 School Profile
Carl McClelland, Principal

School Characteristics

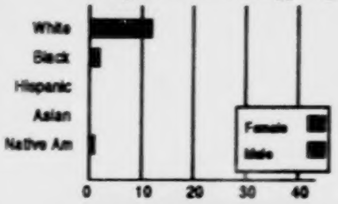
Student Enrollment - 231



Grade	
K	54
1	39
2	40
3	33
4	44
5	21
Total	231

[illegible] Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



[illegible]	
Administrators	1
Classroom Teachers	10
Special Education	1
Other Professionals	3.5

Special Programs			
PK-12	Special Education	27	12%
K-8	TAG	0	0%
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
34% Per Year

Teacher Experience	
New	0
1-3	0
4-6	1
7-10	1
> 10	13

Degree	[illegible]
BA/BS	36%
MA/MS	64%
Doctorate	0%

Principal's Highlights

Gelnhausen ES strives to enhance student abilities to the best of their potential in academics and interpersonal skills. Our dedicated staff strives to promote the principles of higher learning through challenging our students in all academic areas.

This year our two major goals were to complete and submit the documentation for Outcomes Accreditation and to begin implementation of the new DoDEA School Improvement Plan. We accomplished both.

In May 1996, we drew closure on the NCA Outcomes School Improvement Plan. Our students made significant progess in the areas of problem solving and interpersonal skills.

Our major success is in the ability of our students developing solutions to problem solving as evidenced by the increase of positive interpersonal skills that students display toward one another.

Along with completing the NCA Plan, we began implementation of the DoDEA School Improvement Process. We began by forming a School Improvement Team (SIT) which is composed of staff members, parents, a school officer, military rep., and the principal. We have identified mathematics and social studies as our major academic areas of focus. In addition, we are concentrating on improving parental involvement, effective communication and technology.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Baseline data for Social Studies shows 100% of grade 2 and 3 are developing/progressing, 29% of grade 4 are receiving a grade of "A", and 0% of grade 5 are receiving a grade of "A". Teachers use cooperative learning strategies and thematic units, as well as the new Social Studies programs to work toward meeting this goal.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Baseline data for math ranged from 44% to 57% of students consistently using manipulatives to demonstrate understanding, and 7% to 41% of students in grades 2-5 able to consistently communicate math concepts orally and in writing. Teachers are using cooperative learning, cross-curriculum teaching problem solving techniques and MathLand to meet this goal.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Home/school communication and partnership have been emphasized through conferences, newsletters, clubs, parent nights, PTSA, SAC, and SIT. Parent surveys show an overall positive attitude toward the school staff and the programs offered by the school. It is felt that the school's "open door" policy for addressing concerns is a positive aspect of our school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication is consistently displayed at G.E.S. through the use of cc:Mail, e-mail, daily bulletins, monthly newsletters, weekly class newsletters/calendars, mid-quarter reports, fliers, conferences and media newscasts.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**72%**	**24%**	**2%**
Math	**71%**	**26%**	**2%**
Science	**56%**	**30%**	**8%**
Social Studies	**53%**	**32%**	**4%**
School Communications	**74%**	**17%**	**10%**

Benchmark 10.8: Establish Technology for teachers and administrators

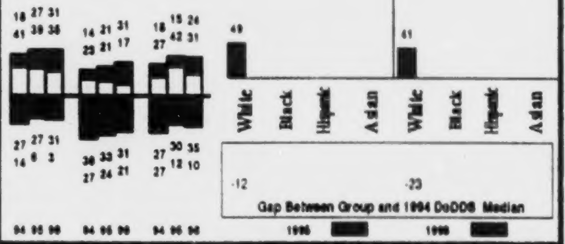
cc:Mail has been established for all teachers. All fourth grade students have received keyboarding. All of the classes use the computer lab on a weekly basis and classroom computers daily. We have an active technology committee. All of the teachers have been in-serviced on the network, e-mail and cc:Mail. Our student computer club had 28 participants.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	57.3	49	54	31	54.5
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	29	29	29	29	29

Percent of Students in Each Quarter

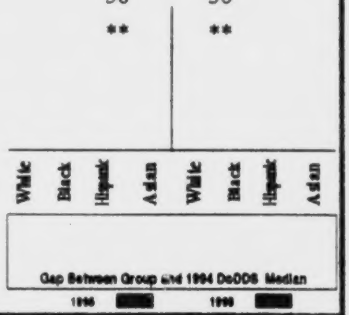


Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

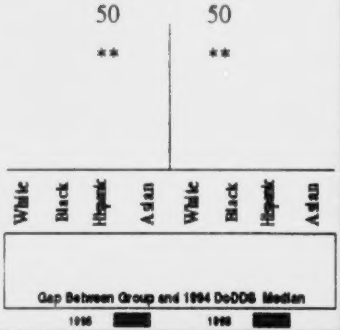


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

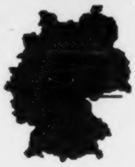
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Gelnhausen ES
CMR 465
APO AE 09076

DSN Phone:

Commercial Phone:
6051-13011/2

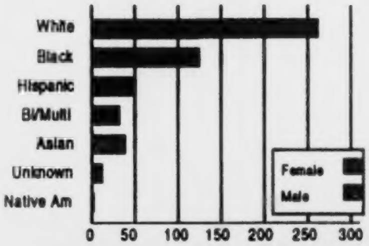
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	21	723.4	5%	43%	48%	5%	0%
5	95	19	694.4	0%	58%	16%	26%	0%
5	96	6		17%	83%	0%	0%	0%



Department of Defense Education Activity
General H.H. Arnold High School (9-12)
1995/96 School Profile
Ed Siemaszko, Principal

School Characteristics

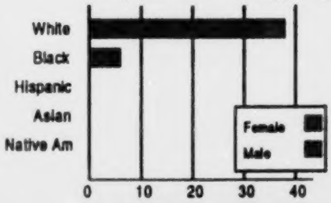
Student Enrollment - 519



Grade	#
9	158
10	134
11	119
12	108
Total	519

Sponsor's Affiliation	
Marine	1%
Army	64%
Navy	<.5%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	26%
Non-US Civilians	1%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	33.5
Special Education	4
Other Professionals	8

Special Programs			
Grade Offered	Program		
PK-12	Special Education	33	6%
K-8	TAG	N/A	N/A
K-12	ESL	6	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	45	
AP Courses Offered		8	
Students Taking AP Courses		110	48%

Mobility Rate
29% Per Year

Teacher Experience	
Years	Teachers
New	1
1-3	3
4-6	5
7-10	2
> 10	29

Teacher Education	
Degree	Teachers
BA/BS	28%
MA/MS	67%
Doctorate	5%

Principal's Highlights

Gen. H.H. Arnold High School serves the needs of 500 students who are primarily the dependents of military personnel stationed in Wiesbaden, Darmstadt, and Frankfurt, Germany. The school promotes close ties with parents, the local community, and military leadership and organizations. All of these groups play an important part in the development and implementation of school policy and school improvement processes. Representatives of student groups, parent organizations and the military command join together with staff members as an integral part of the School Improvement Team.

Approximately 50% of our graduates attend college. Another 25% opt for military careers. The curriculum is broad based, with offerings for vocational education, tech prep, and college preparation. Programs for learning-impaired students are available for all levels of disability. H.H. Arnold combines a program of inclusion with special consideration for individual needs. Advanced Placement courses are available in English, calculus, biology, U.S. History, U.S. Government, art and foreign languages; telecommunications courses are available for students with special interests. Beginning with SY 96-97, we will implement an eight-block schedule.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Staff chose language arts for the area of emphasis. Action plans have been written for three strategies: writing to learn, planning for block scheduling, and use of cooperative/collaborative learning. In-services were held for the entire faculty in writing techniques, block scheduling, and cooperative/collaborative learning.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Staff chose math for the area of emphasis. Action plans have been written for three strategies: integrating math with other content areas, planning for block scheduling, and use of cooperative/collaborative learning. In-services in block scheduling and cooperative/collaborative learning were held. Techniques used by teachers included use of newspapers, graphs, & tables.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents are involved in school activities both academic and extracurricular. These activities include tutoring students, chaperoning school dances and sports events, fund raising, participation on both School Improvement Team and School Advisory Committee, as well as the High School Booster Club, and school beautification.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

School continues monthly newsletters to inform parents and the community about school activities and how they might become involved. There are continuous personal contacts between teachers and parents. Parents are encouraged to visit the school and to communicate with the faculty. Parents involved in School Improvement and the School Advisory Committee.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	72%	26%	2%
Math	71%	20%	9%
Science	64%	26%	11%
Social Studies	70%	23%	7%
School Communications	56%	33%	11%

Benchmark 10.8: Establish Technology for teachers and administrators

Plans have been completed to integrate the appropriate use of technology into the language arts, mathematics, and science curriculum areas. Training has been planned for all teachers and administrators for the technology integration. Initial training will include record keeping, word processing, and math and science instructional software.

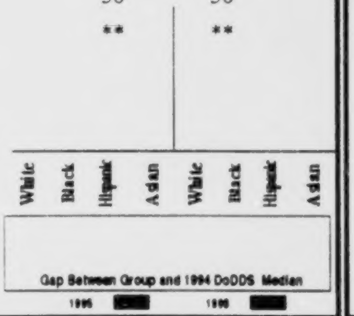
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

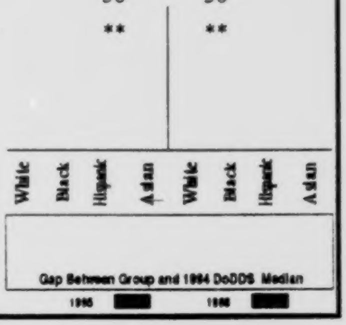


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

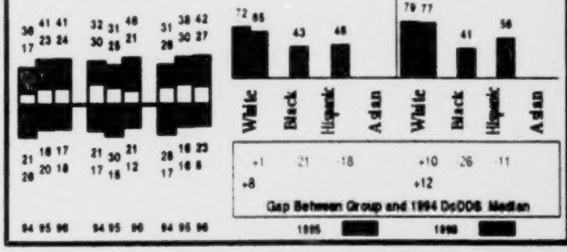
NOT APPLICABLE



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	69.5	71.2	73.3	61.7	71
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	103	104	103	103	103

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	71%	71%	68%	42%
	1995	38%	54%	64%	41%
Math Avg Score	1994	464	456	472	479
	1995	431	440	480	482
Verbal Avg Score	1994	449	428	430	423
	1995	392	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Gen HH Arnold HS
UNIT29647
APO AE 09096

DSN Phone:
337-6236/6237

Commercial Phone:
611-718131

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	94							
10	95	73	828.3	38%	49%	10%	1%	1%
10	96	130	807.7	38%	38%	19%	5%	1%

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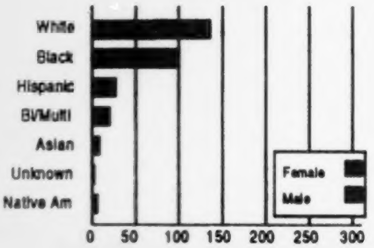
Department of Defense Education Activity
Giessen Elementary School (K-6)
1995/96 School Profile

Ora Flippen-Casper, Principal

School Characteristics

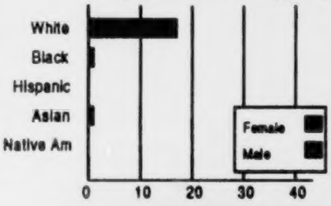
Student Enrollment - 301



Grade	
K	59
1	52
2	42
3	46
4	37
5	34
6	31
Total	301

Sponsor's Affiliation	
Marine	<.5%
Army	95%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	2
Other Professionals	3

Special Programs			
Grade Offered			
PK-12	Special Education	29	10%
K-8	TAG	27	9%
K-12	ESL	13	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Year	Teachers
New	0
1-3	0
4-6	0
7-10	4
> 10	10

Mobility Rate
40% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	26%
MA/MS	68%
Doctorate	5%

Principal's Highlights

Giessen Elementary School is K-6. We have eleven classroom teachers and five specialists. Recently our school has developed a technology lab with thirty computers. We have a strong home-school partnership in the community.

Giessen ES educates a diverse population of students, including learning disabled, English as a Second Language, communication impaired, and general education programs. Our students are taught "how" to learn in order to succeed in a rapidly changing technological age. Computer classes are provided to enable our students to acquire the skills necessary to be technologically prepared for the twenty-first century.

Giessen ES strives to develop each student to his/her full potential, in an atmosphere that fosters acceptance, respect, and trust. The staff strives to motivate each student to perform tasks that are appropriate with his/her developmental ability and to offer programs that promote sound principles of learning and social maturity. We believe that all children can learn.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Focus has been on writing in Language Arts. Plans address twice yearly writing samples to document student performance. Teachers will be involved in training to develop rubrics. All staff continue to implement writing across the curriculum. The process of writing is taught in every classroom. Writing activities include journals, essays, letters and learning logs.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Plans have focused on integrating math into other curriculum areas. Students use learning logs and journals to communicate mathematically at least one time per week. Students work in cooperative groups at least three times per week as they link mathematics to every day situations. Rubrics for assessment will be developed by the teachers to document overall student progress.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents are surveyed through conferences, questionnaires, the Parent Report Card, exit surveys, and evaluation sheets of extra-curricular activities as to parent interests and needs in both curricular and extracurriculum areas. Counts are kept of attendance at conferences and extracurricular events. Volunteers are recognized with a tea and certificate of recognition in June.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school has initiated a monthly newsletter to inform the community about important school activities and how community members might become involved. Teachers contribute news of special events and academic achievement in classrooms. Other means of communication include Open House, PTSO, SAC, Math Night, conferences, and telephonic communication.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	72%	18%	6%
Math	75%	12%	6%
Science	63%	18%	4%
Social Studies	58%	18%	6%
School Communications	82%	13%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

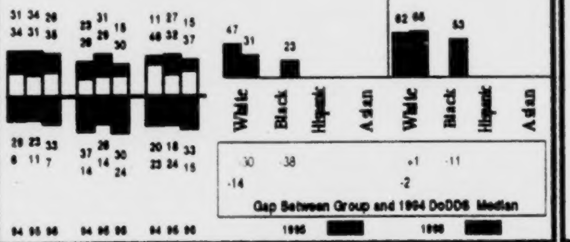
In-services for teachers and administrators have been planned for the integration of technology to support the improvement of instruction. Training will include fundamental navigation, Windows 3.1 Basics, running applications, using disks, Word 6.0, student writing center and lab printer.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	61	45.5	51	28.5	58.7
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	46	46	46	46	46

Percent of Students in Each Quarter

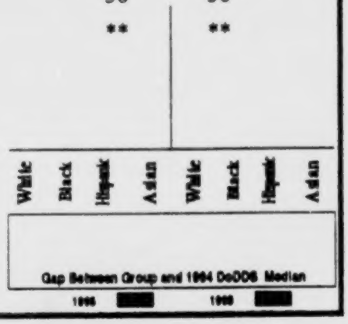


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

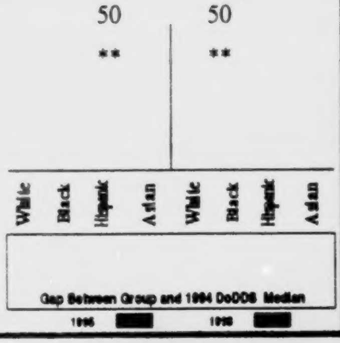


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Giessen ES
414TH BSB GSN
UNIT 20911
APO AE 09169

DSN Phone:
343-7248/6690

Commercial Phone:
641-46265

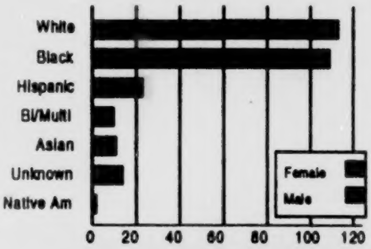
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	94	30	760.8	20%	53%	20%	7%	0%
5	95	28	726.6	0%	71%	14%	14%	0%
5	96	27	751.8	37%	52%	7%	4%	0%

Department of Defense Education Activity
Giessen Middle/High School (7-12)
1995/96 School Profile
Robert Bennett, Principal

School Characteristics

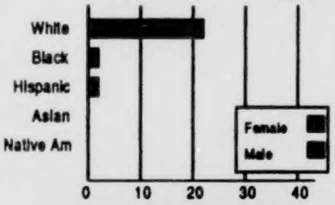
Student Enrollment - 282



Grade	
7	90
8	50
9	56
10	33
11	32
12	21
Total	282

Sponsor's Affiliation	
Marine	<.5%
Army	86%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	24	9%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	11	
AP Courses Offered		5	
Students Taking AP Courses		35	66%

Mobility Rate
40% Per Year

Teacher Experience

Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

School Staff

Category	FTE
Administrators	2
Classroom Teachers	19.5
Special Education	3
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	30%
MA/MS	65%
Doctorate	4%

Principal's Highlights

Giessen School has students in grades 7-12. A change from the traditional 9-12 was made school year 94-95. Staff and students continue to seek additional ways to provide a meaningful education for all. Strategies being effectively used involve the integration of curriculum on the 7th and 8th grade level and more advanced level classes for the college bound juniors and seniors. All staff members make a conscious effort to integrate technology whenever possible and appropriate.

The School Improvement Process has been alive and well at Giessen High School. The shift to the new process was almost seamless for staff members, thanks to the support of the School Improvement Team. The team consisted of staff, community members, students, and parents who met on schedule each month with a published agenda, guidelines and outcomes.

The School Improvement Team was very cognizant of ensuring the "Checklist" was reviewed and as outcomes were mastered, appropriate credit was given. The success of the new process centered around support from our District Superintendent Office, an active Chairperson, on-task team members and a belief by staff that School Improvement is a schoolwide activity involving all.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The teaching staff selected Language Arts as an area of emphasis. The School Needs Assessment Profile was examined for areas of weakness. Teachers listed activities to be included in lesson plans. The SI Team supported teacher decisions & made suggestions that were incorporated. Monthly checklists indicate that teachers are assigning these activities.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Teachers and The School Improvement Team selected math and used S.N.A.P. to determine areas of weakness. Activities were devised to attack areas of need. Activities selected include graphing, measurements, musical timing, spatial activities, computations and interpreting graphs and charts. Checklists from teachers indicated that these activities are being assigned.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our parent activities were listed and classified into the five "tiers". Although there are parent activities in all tiers, some areas need to be strengthened. The staff and S.I. Team have begun devising ways to include parents in areas we considered to be weak. Parent Teacher Conference Day, positive telephone contacts, newsletters and S.I. Team are currently strong areas of cooperation.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly Parent Newsletters, Parent Teacher Conference Days, comments on progress reports and report cards are strategies we use to create effective communication systems with parents. Teachers use cc:Mail, daily bulletins and faculty meetings to share information.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	68%	24%	9%
Math	65%	24%	10%
Science	61%	24%	14%
Social Studies	66%	24%	10%
School Communications	68%	21%	11%

Benchmark 10.8: Establish Technology for teachers and administrators

Multi-computer labs are being established. A technology lab will be available for students and staff school year 96-97. The media center has upgraded both hardware and software for a variety of instructional purposes. All teachers strive to integrate technology into their curriculum. Record keeping is also done through the utilization of Integrade software.

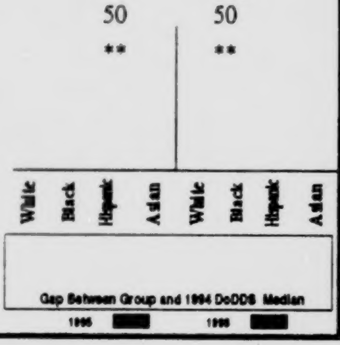
CTBS Test Results

Grade 3

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

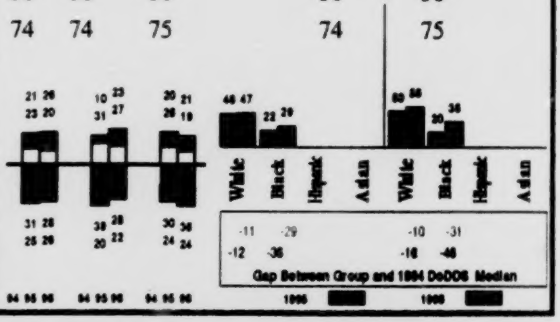
NOT APPLICABLE



Grade 7

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	46.5	50.5	45	35.7	40.6
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	74	74	75	74	75

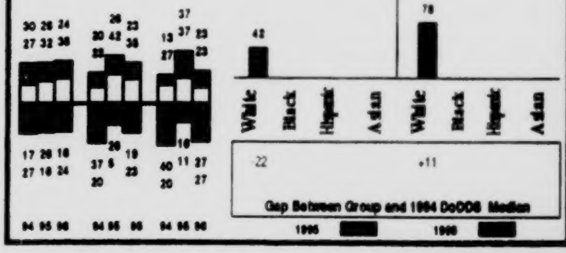
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	53	55.5	46	42.5	62.5
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	25	26	26	26	26

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	90%	71%	66%	42%
	1995	61%	54%	64%	41%
Math Avg Score	1994	449	456	472	479
	1995	447	440	480	482
Verbal Avg Score	1994	426	428	430	423
	1995	434	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Giessen HS
414TH BSB GSN
UNIT 20911
APO AE 09169

DSN Phone:
343-7259/6726

Commercial Phone:
641-48576

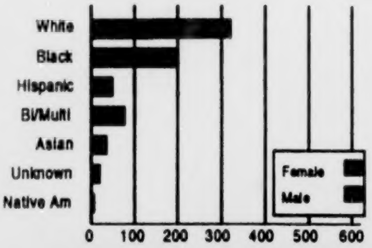
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
8	94	45	781.5	20%	51%	22%	7%	0%
8	95	54	746.9	19%	19%	41%	22%	0%
8	96	49	724.4	12%	35%	35%	14%	2%
10	94	42	760.2	14%	33%	26%	26%	0%
10	95	28	788.8	21%	29%	43%	7%	0%
10	96	28	791.7	14%	61%	21%	4%	0%

Department of Defense Education Activity
Hainerberg Elementary School (PK-5)
1995/96 School Profile

Meren James, Principal

School Characteristics

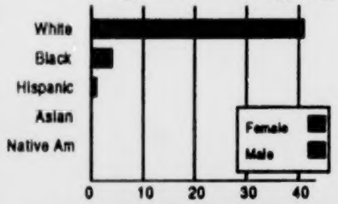
Student Enrollment - 709



Grade	#
PreK	34
K	139
1	139
2	100
3	110
4	102
5	85
Total	709

Sponsor's Affiliation	
Marine	<.5%
Army	78%
Navy	<.5%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	[illegible]		
PK-12	Special Education	105	15%
K-8	TAG	530	79%
K-12	ESL	32	5%
1	Reading Recovery	12	9%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
50% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	3
> 10	32

School Staff

Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	7.5
Other Professionals	10

Teacher Education

Degree	% Teachers
BA/BS	23%
MA/MS	77%
Doctorate	0%

Principal's Highlights

Hainerberg ES, located in Wiesbaden, is exceptionally proud of the many programs. Cooperative Learning has become an accepted practice in all classrooms. Reading Recovery teachers have functioned as resources to kindergarten, first grade teachers and parents--presenting in-service workshops, kindergarten orientation and parent/teacher conference programs, and the Hessen District Educators' Day. The devlopmental pre-school program with its emphasis on parent involvement has become a model for many schools in Europe. Our TAG program was broadened to include schoolwide enrichment activities for all children in grades one through five. The "Medieval Festival," which involved the entire school and many community members, highlighted the uniqueness of the historical significance of living in Europe.

Parent involvement in the school is a high priority. The Family Reading Program allows parents to visit the media center with their children one evening per week. Parent volunteers function as tutors for kindergarten children involved in the Emergent Literacy Enhancement Program. In addition, the Booster Club provides funding for educational initiatives and for child supervision for parents who attend classes or meetings at the school. Extracurricular activities such as computer club, chorus, and art club are sponsored by staff members.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Plans have centered on written language and integration into other content and curricular areas. Teachers have taught process writing, used Daily Oral Language, daily journals, double entry journals, CIRC (Cooperative Integration of Reading Composition), and letter writing. Rubrics will be developed in August and used next year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

With the implementation of MathLand, the focus was on problem solving strategies and use of manipulatives, graphing and cooperative learning groups. Teachers have implemented math journals, double entry journals, multiple graphing methods, and communication skills, oral and written. A focus on rubric construction and use is planned for the Fall.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents receive weekly family bulletins, are invited to management council meetings and in-service meetings when pertinent information is discussed, participate in FAST and SAC meetings, and meet with teachers for conferences on their child's progress.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school publishes a weekly family bulletin to inform parents and community about important school activities, and how they can become involved. We host monthly FAST and SAC meetings where our goals are discussed. Parent conferences are held at least once a year. At least one Math School Night is being planned for next year.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	74%	18%	4%
Math	70%	20%	4%
Science	57%	21%	8%
Social Studies	60%	21%	3%
School Communications	81%	16%	3%

Benchmark 10.8: Establish Technology for teachers and administrators

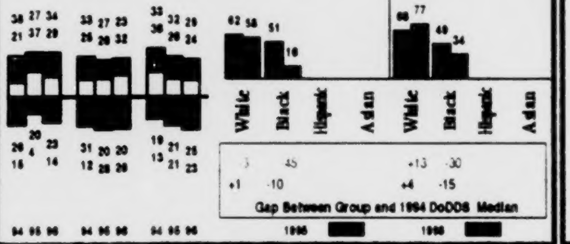
Plans have been made to integrate the appropriate use of technology into language arts and mathematics curriculum areas. These may include use of calculators, computer programs that correlate with MathLand, other programs for drill and practice, and for graphing. For language arts, it may include Children's Writing and Publishing, keyboarding lessons and the Internet.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	61	55.5	56	40	55.7
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	97	97	97	97	97

Percent of Students in Each Quarter

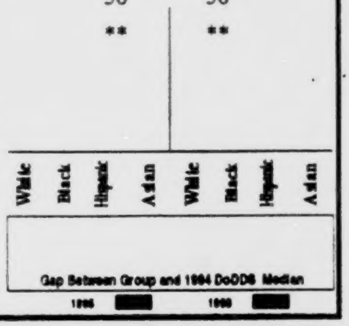


Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

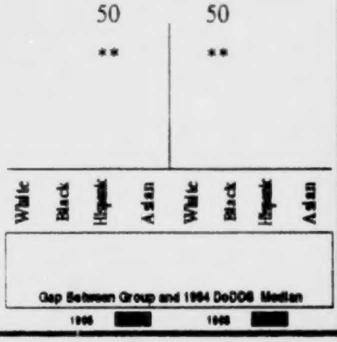


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

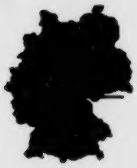
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Hainerberg ES
Unit 29647
APO AE 09096

DSN Phone:
337-5160/5873

Commercial Phone:
611-723429

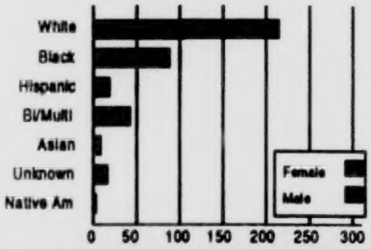
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	91	738	24%	35%	28%	12%	1%
5	95	82	687.7	2%	48%	24%	24%	1%
5	96	84	726.7	19%	58%	21%	1%	0%



Department of Defense Education Activity
Halvorsen Tunner Elementary/Middle School (PK-8)
1995/96 School Profile
Ophelia Phillips, Principal

School Characteristics

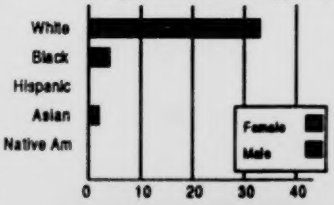
Student Enrollment - 394



Grade	
PreK	7
K	50
1	50
2	56
3	53
4	41
5	40
6	29
7	39
8	29
Total	394

Sponsor's Affiliation	
Marine	<.5%
Army	35%
Navy	2%
Air Force	47%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	1%

Professional Staffing



Special Programs

[illegible]	[illegible]	[illegible]	[illegible]
PK-12	Special Education	35	9%
K-8	TAG	40	10%
K-12	ESL	1	0%
1	Reading Recovery	4	8%
7-12	AVID	24	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
32% Per Year

Teacher Experience

Years	Teaching
New	0
1-3	0
4-6	2
7-10	2
> 10	25

School Staff

Category	FTE
Administrators	2
Classroom Teachers	18
Special Education	3.5
Other Professionals	5.5

Teacher Education

Degree	% Teachers
BA/BS	11%
MA/MS	78%
Doctorate	11%

Principal's Highlights

Located at Rhein Main Air Base, Halvorsen-Tunner is a community school with a student population of approximately 400 students grades K-8.

In spite of its size, the school offers a variety of educational experiences. In addition to the regular education program, two computer labs, supplemented by classroom computers, provide opportunities for computer instruction. Inclusion is the predominate model for providing support for special needs students. There are extensive after-school activities for students in all grades. Curriculum specialists comfortably bridge the gap between elementary and middle school programs. Higher thinking skills, Writing across the Curriculum, team-teaching and collaboration, and cooperative learning are an integral part of the instructional process.

The present School Improvement Plan was established in October 1995. The major emphasis this year was in math and social studies, since these were the areas of new DoDEA initiatives. The staff developed an action plan which stresses strategies that could be implemented in all grade levels.

In March 1996, we established our first baseline. The entire staff was involved in holistically scoring double-entry journals to lay the groundwork for further assessment.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Strategies selected for social studies focused on implementation of cooperative groups, cross-curricular activities, problem-solving activities, and school wide programs. Questioning techniques, performance tasks, and writing across the curriculum were utilized. March 1996, baseline data, grades pre-k-8, were obtained through a double-entry journal and rubric for holistic scoring.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategies for math focused on implementation of cooperative groups, cross-curricular activities, problem-solving activities, school-wide programs, and MathLand. Activities included performance tasks, Parent MathLand Week, and district coordinator training of teachers. March 1996, baseline data were obtained through a double-entry journal.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A parent participation survey conducted in March 1996, indicated strong parent support in class and school wide activities, such as conferences, portfolio parties, Open House, Science Fair, Math Week, performing arts, PTSA, and SAC. Fall 1996, plans include the creation of a Parents' Room for reading, activity planning, and sharing with other parents.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school monthly newsletter informs students, parents, and community members of important educational events. The lead article focuses on a major aspect of school improvement, as well as suggestions for parental involvement at home. During SY 1995- 1996, parents participated in the school improvement process through committees and review of assessments.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	79%	14%	5%
Math	74%	18%	6%
Science	69%	19%	2%
Social Studies	68%	21%	1%
School Communications	74%	17%	9%

Benchmark 10.8: Establish Technology for teachers and administrators

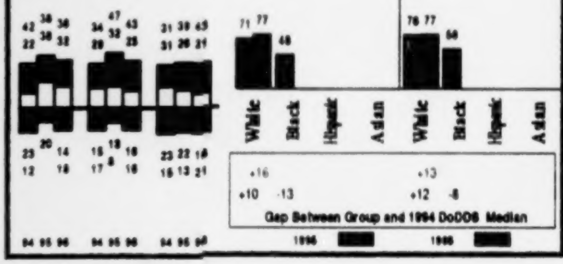
The utilization of technology is an integral part of the curriculum. Students have regularly scheduled computer classes, and fourth and sixth grade students have keyboarding instruction. During SY 1995-1996, teachers received in-service on the Internet, various computer programs, and cc:Mail. The Technology Committee provides on-going support and assessment.

CTBS Test Results

Grade 3

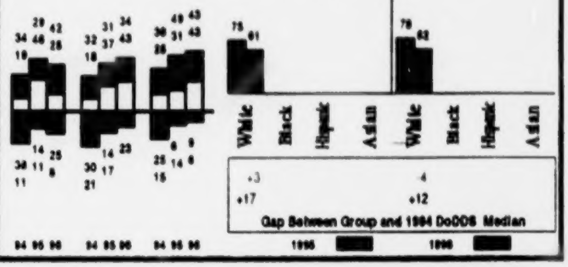
1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.7	68	65	70.5	62
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	44	44	44	44	44

Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	72.3	64	73	59	66
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	36	35	35	35	35

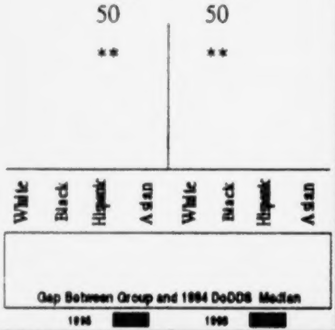


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Halvorsen-Tunner E/MS
Unit 7565
APO AE 09050

DSN Phone:
330-6272/6350

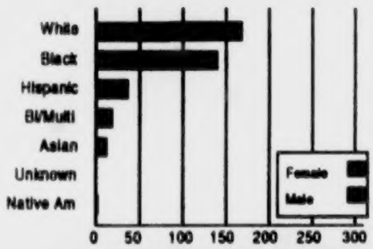
Commercial Phone:
69-69-2373

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	97	737.1	17%	40%	39%	3%	0%
5	95	40	773.2	30%	50%	18%	3%	0%
5	96	35	762	34%	60%	6%	0%	0%
8	94	66	787.5	29%	50%	9%	11%	2%
8	95	33	804.8	46%	33%	15%	6%	0%
8	96	31	750	19%	36%	32%	10%	0%

Department of Defense Education Activity
Hanau Middle School (6-8)
1995/96 School Profile
Robert Sennett, Principal

School Characteristics

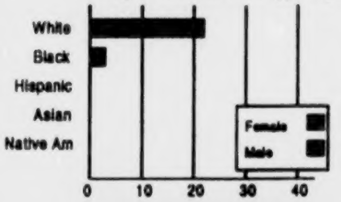
Student Enrollment - 380



Grade	
6	130
7	124
8	126
Total	380

Sponsor's Affiliation	
Marine	<.5%
Army	91%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

[illegible]			
PK-12	Special Education	32	8%
K-8	TAG	16	4%
K-12	ESL	5	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	19	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
41% Per Year

Teacher Experience

Years	Teachers
New	6
1-3	0
4-6	0
7-10	8
> 10	20

School Staff

Category	FTE
Administrators	2
Classroom Teachers	20.5
Special Education	1.5
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	38%
MA/MS	54%
Doctorate	8%

Principal's Highlights

Hanau Middle School opened its doors in 1989 to the students of six feeder schools with the goal of providing a "true middle school" environment for them. Since then, our population has diminished by half. But, in support of the goal, students are organized into grade-level teams which stress thematic approaches to curriculum delivery; an expansive elective program offered on the wheel model has been implemented. The AVID program has been implemented in the 7th and 8th grades to promote underachieving minority students to pursue four year college degrees. To round out our child centered program, we offer an extensive intramural program. The SIP was established to address the areas of Writing and Math Across the Curriculum. Currently participating in an innovative technology program sponsored by ARPA and the NSF, HAMS has been designated part of the "Model Schools" Project. This research-based project is studying the best way to implement the systemic change needed to restructure the school to best utilize this technology. The middle school has been recognized as a leader in this effort, and our students are busy constructing their own Web Site.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Teachers emphasize Writing Across the Curriculum as an integrated multi-year effort; rubrics are posted and used throughout the school to evaluate student writing. Goal setting and conflict resolution techniques have increased student responsibility. An active AVID and new CIRC Reading Program add flexibility and positive motivation.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Teachers encourage collaborative problem-solving of real-world problems using science and mathematics. An enriched curriculum includes chemistry, physics and technology, & offers challenging activities in science labs each week. Teachers reinforce new "hands-on" math program in various subjects. Plans center on increasing use of math and science instructional software.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parent volunteers are a daily addition to the science, computer and media center programs. Concerts, musical theater, math nights, a training program for evaluating the writing process, district-wide Writing Seminar, School Improvement Team meetings and monthly study trips, actively involve an increasing number of parents. Conferences are also well attended.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

At HAMS, we use the daily bulletin, monthly management council and faculty meetings to disperse communications from DoDEA and the military community. Students and parents are kept abreast of progress via team conferences, monthly progress reports, quarterly reports, parent nights and conference days. SIT members meet frequently. AFN "spots" are on-going.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	55%	32%	14%
Math	60%	24%	16%
Science	61%	26%	11%
Social Studies	59%	28%	10%
School Communications	69%	23%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

As a National Science Foundation site in the "Model Schools" project, planning teams prepare interactive interlinks with adult education and library services in the community. Six ARPA/CAETI pilot teachers presently enjoy Internet/Netscape capabilities; all faculty has access to a local area network and cc:Mail. Professional development is intensive and on-going.

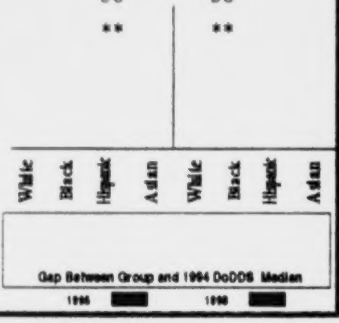
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

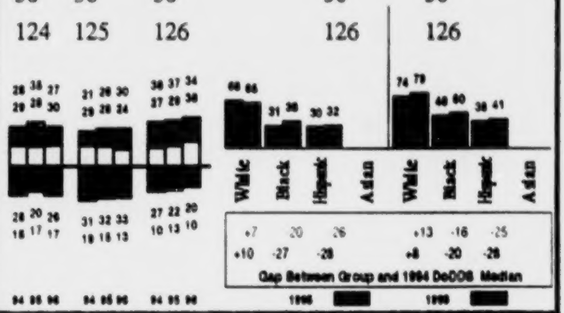
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	55.3	56.3	63.6	51.5	61.5
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	124	125	126	126	126

Percent of Students in Each Quarter

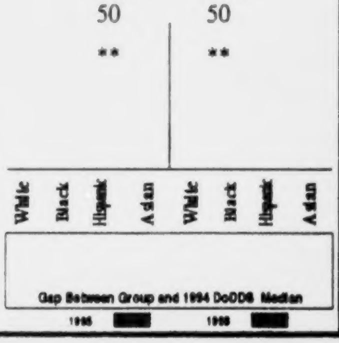


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	[illegible]	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Hanua MS
UNIT 20235, BOX 0016
APO AE 09165-0016

DSN Phone:
322-8647/8649

Commercial Phone:
6181-55422

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	129	751.4	24%	43%	18%	10%	5%
8	95	126	748.1	25%	17%	35%	24%	0%
8	96	111	768.3	15%	41%	33%	11%	0%

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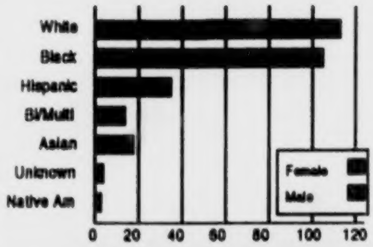
Department of Defense Education Activity
Hanau High School (9-12)
1995/96 School Profile

Sandra R. Matthys, Principal

School Characteristics

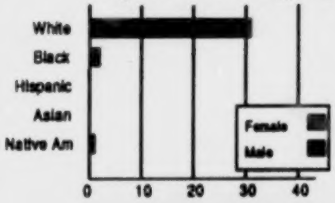
Student Enrollment - 292



Grade	
9	98
10	90
11	51
12	53
Total	292

Sponsor's Affiliation	
Marine	<5%
Army	85%
Navy	<5%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	15%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
PK-12	Special Education	19	7%
K-8	TAG	N/A	N/A
K-12	ESL	7	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	12	
AP Courses Offered		3	
Students Taking AP Courses		70	67%

Mobility Rate
40% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	1
> 10	28

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24.5
Special Education	3
Other Professionals	3

Teacher Education	
Degree	Teacher
BA/BS	36%
MA/MS	64%
Doctorate	0%

Principal's Highlights

Hanau High School is an essential element in an international community dedicated to supporting military and civilian excellence. This year, the community demonstrated this dedication in dramatic form through the number of individuals who are supporting Operation Joint Endeavor. We are proud of the fact that, despite the stresses this military operation involves, we have seen an increase in both the number of parents and community members involved in our ongoing School Improvement Process, and in the degree of their participation.

As a result of the SIP, we have seen greater interaction between teachers of different disciplines and increased sharing of ideas, techniques, and technologies for improving writing and developing better mastery of mathematical thinking and problem solving. Parent and community involvement has also increased, making the SIT more viable and giving more credibility to the process. I am also pleased at the success of the initial stages of our NSF/ARPA activities, and with the energy our SIT has devoted to organizational reforms such as Block Scheduling.

Hanau High School has an exemplary program serving students with special educational needs. Not only do we provide individually designed remediation, we also employ widespread support for inclusion of students with disabilities in general education academic classes.

DoDEA Strategic Plan: School Improvement Implementation — School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

The SIT chose to increase opportunities for writing in all content areas. Data collected in March revealed that students produce the following forms of writing: journal entries, research reports, resumes, critiques, class notes, communication via cc:Mail, and more. We have jointly created a school rubric to give students feedback about the quality of their writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We decided to emphasize the cross-curricular integration of mathematical thinking and problem solving after studying our school's data on the achievement gap. Activities currently in use include calculating grades, reading maps, musical timing, using measurement, and interpreting charts. We are monitoring student grades, CTBS scores, and equity in course enrollment.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

We have an excellent group of parent and community volunteers who assist with classroom and extracurricular programs. They currently serve as tutors, guest speakers, chaperones, attendance monitors, and as members of the Booster Club, SAC, PTSA, and SI Team. We are firmly committed to increasing direct parent/community participation in our school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school initiated a weekly bulletin to supplement our monthly parent newsletter, thereby improving communication relative to cross-curricular writing, math, technology use, and other School Improvement Efforts. We also use parent conferences, an open house, community news media, and cc:Mail to "get the word out" about our educational activities.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	65%	27%	8%
Math	67%	24%	9%
Science	53%	31%	14%
Social Studies	61%	26%	11%
School Communications	51%	38%	11%

Benchmark 10.8: Establish Technology for teachers and administrators
We are a Model School in a technology demonstration project administered by the National Science Foundation and ARPA, an activity which promises to greatly increase our access to state-of -the-art hard and software in the coming school year. Data collected in March indicates that staff most commonly use techonolgy for word-processing, record-keeping, and CD-Rom research.

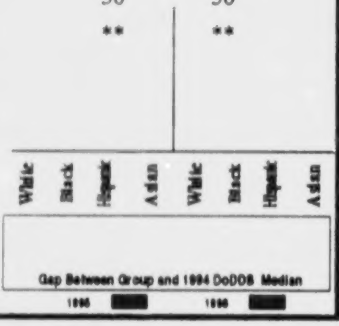
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

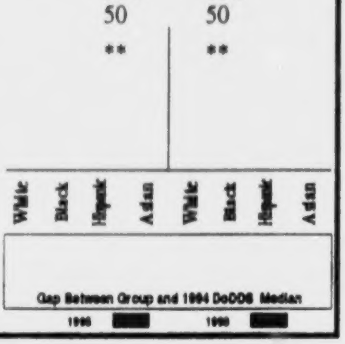


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

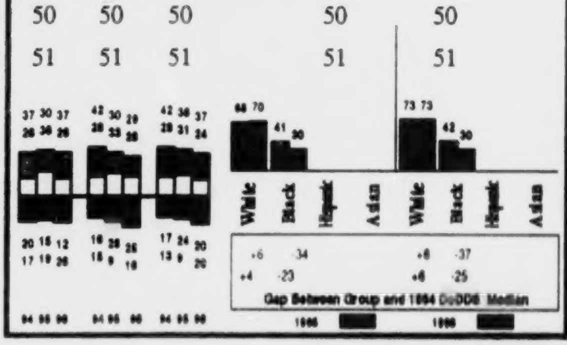
NOT APPLICABLE



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	60	61.7	63	55.8	49.7
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	51	51	51	51	51

Percent of Students in Each Quarter



SAT Results		S.A.T.	District	DoDDS	Nation
% Participating	1994	65%	71%	66%	42%
	1995	81%	54%	64%	41%
Math Avg Score	1994	450	456	472	479
	1995	446	440	480	482
Verbal Avg Score	1994	403	428	430	423
	1995	416	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Hanua HS
UNIT 20235
APO AE 09165

DSN Phone:
322-8714/8165

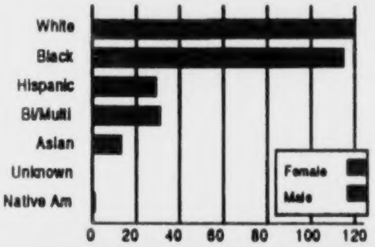
Commercial Phone:
6181-55711/52676

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
10	94	84	742.2	20%	29%	29%	19%	0%
10	95	77	766.9	17%	36%	25%	21%	1%
10	96	76	773.3	20%	46%	21%	12%	1%

Department of Defense Education Activity
Sportfield Elementary School (K-5)
1995/96 School Profile
John J. O'Reilly Jr., Principal

School Characteristics

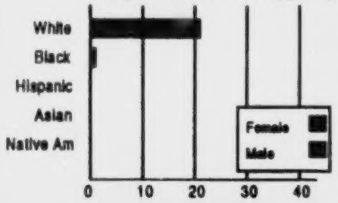
Student Enrollment - 308



Grade	#
K	51
1	48
2	53
3	59
4	51
5	46
Total	308

Sponsor's Affiliation	
Marine	<5%
Army	98%
Navy	<5%
Air Force	2%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	<5%
Non-US Civilians	<5%

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	14.5
Special Education	2
Other Professionals	5.5

Special Programs

Grade Offered	Program		
PK-12	Special Education	27	9%
K-8	TAG	0	0%
K-12	ESL	6	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	# of Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	23

Mobility Rate
59% Per Year

Teacher Education

Degree	% Teachers
BA/BS	10%
MA/MS	90%
Doctorate	0%

Principal's Highlights

Sportfield Elementary School is a K-5, two story, four level school in Hanau, Germany which provides an excellent education for the children of military personnel. Because this school only serves the two adjacent housing areas, there are no busses. The school has a strong relationship with our parents and many of them are actively involved with the school.

The students are a diverse group with most ethnic groups represented. Along with general education programs, there are programs for students that have additional needs such as mildly learning disabled, English as a second language, talented and gifted, and students with mild behavioral problems.

In all aspects of the curriculum, students are taught problem solving - both as it relates to the subject matter as well as in personal relationships. They are also given experience with modern technology since they must be able to function well in this burgeoning information and technology age. Cultural activities in the Arts and in the host nation area, as well as a variety of extra curricular activities, complement a program that allows each child to develop to his/her full potential in a safe and encouraging atmosphere.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Our School Improvement Team elected to concentrate on improving reading comprehension by encouraging reading for pleasure and using a variety of reading methods. A decision to implement reading activities weekly and several different reading methods twice a week was made. Assessments include CTBS scores, Macmillan Reading Tests, and Report Card checklists.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Implementation of MathLand is how the SI Team decided to increase math achievement. Use of cooperative learning, manipulatives, writing skills in math, and math across the curriculum were strategies that were chosen. Although some workshops were available and taken, additional workshops are planned to help with staff training.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A parental survey was sent home in May to determine the extent of involvement of home/school communication and parental perspective of school learning. There were about 132 parents recognized for volunteering in various school programs. Plans are being made for Parent Math Nights and workshops for additional ways to communicate effectively: for parents and teachers.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school has initiated a monthly newsletter to inform parents and the community about important school activities and how they might become involved. The SI Team has met regularly to access the needs and strategies developed in the plan. Many teachers have weekly communications with parents to help keep them informed and involved.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	73%	19%	5%
Math	65%	23%	6%
Science	44%	26%	8%
Social Studies	50%	28%	5%
School Communications	78%	18%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

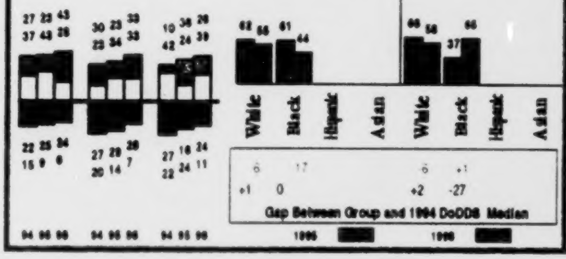
We were chosen as a pilot school to help develop technology for the ARPA CAETI program. A computer lab is available in the school for whole class instruction. Teachers have received training in various areas of computer usage to help with record keeping, CD Rom, cc:Mail, Internet, and word processing. Further training has been planned for the upcoming year.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68	67.7	61	49.8	65.3
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	54	54	54	53	54

Percent of Students in Each Quarter

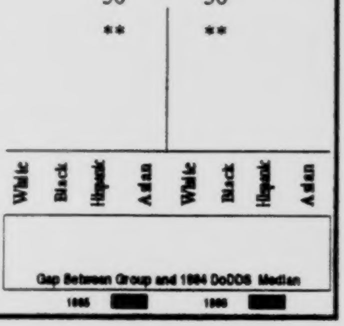


Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

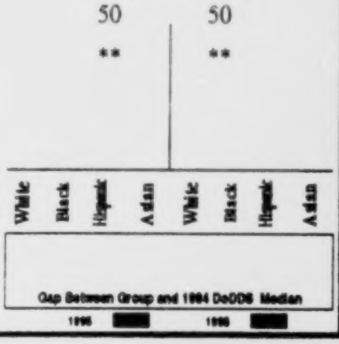


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sportfield ES
UNIT 20193, BOX 0014
APO AE 09165-0014

DSN Phone:
322-8600/8990

Commercial Phone:
6181-55989

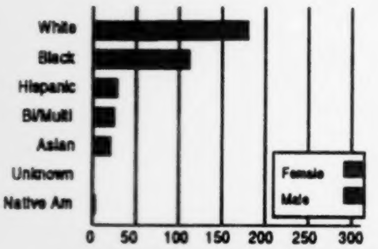
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	94	54	676.1	6%	32%	32%	30%	0%
5	95	40	752.5	13%	70%	13%	5%	0%
5	96	51	715.2	26%	55%	16%	2%	0%

Department of Defense Education Activity
Wiesbaden Middle School (6-8)
1995/96 School Profile
Robert C. Brinton, Principal

School Characteristics

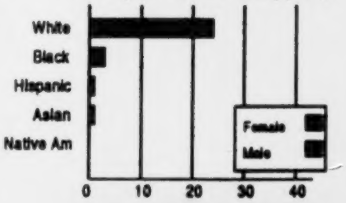
Student Enrollment - 370



Grade	
6	133
7	129
8	108
Total	370

Sponsor's Affiliation	
Marine	<5%
Army	71%
Navy	<5%
Air Force	8%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	20%
Non-US Civilians	1%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	3.5
Other Professionals	3

Special Programs			
Grade Level			
PK-12	Special Education	43	12%
K-8	TAG	43	12%
K-12	ESL	12	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	55	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
28% Per Year

Teacher Experience	
Years	Number
New	1
1-3	0
4-6	0
7-10	1
> 10	22

Teacher Education	
Degree	% Teachers
BA/BS	28%
MA/MS	72%
Doctorate	0%

Principal's Highlights

Located in Wiesbaden, Germany, Wiesbaden American Middle School has a student population of 380. The school is equipped with 3 computer labs, a technology lab, and classrooms which contain at least one computer. Parents and faculty have worked together to build a strong school-home partnership.

Our major areas of emphasis this year have been mathemetics, writing, and developing our school-home partnership. The successful implementation of the new math program, which also augments writing skills, has been the year's greatest achievement.

The faculty and staff at Wiesbaden American Middle School strongly believe that all students can learn, and are committed to bringing outcomes for all learners to their highest possible levels.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

In implementing our area of emphasis, writing, we have chosen to provide opportunities for students to write in all curricular areas and Prime Time. Particular attention has been placed on fluency and clarity by using journals, rubrics, AVID techniques, learning logs, and peer conferencing. All teachers have been in-serviced in using the above techniques.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Math teachers, in particular, have been instrumental in implementing this goal. Attention placed on computation include: basic operations, measurement, and data interpretation. An increased use of manipulatives, cooperative learning strategies, AVID techniques, and writing to explain thinking has contributed to better student understanding and achievement.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A number of parents currently provide invaluable volunteer service to the school daily by providing tutorial and secretarial assistance. They are involved in monitoring student progress by checking student assignment notebooks, chaperoning field trips and school-sponsored dances/activities, and by assisting with quarterly awards assemblies.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parent newsletters are distributed biweekly. Parents visit their children's classes the first Wednesday of each month. SAC provides a vehicle for dialogue. Community attendance has been over-whelming at evening music, fine arts, sports, and extra-curricular activities. Staff members routinely provide lunch-time and after school help sessions.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	64%	30%	5%
Math	70%	24%	4%
Science	56%	36%	6%
Social Studies	63%	31%	4%
School Communications	71%	21%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

Staff members have been in-serviced in using InteGrade, Word 6.0, cc:Mail, and use of the Apple II lab for entire class instruction. The two MS-DOS labs are available for anyone wishing to use them. The business and computer teachers have an open door policy for assisting in any of the above areas.

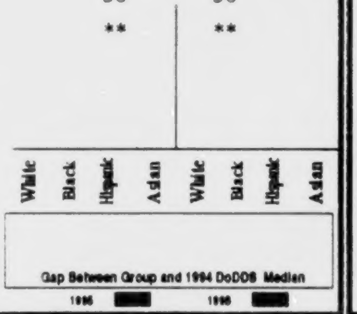
CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	63.6	58.1	60.5	49.8	61.9
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

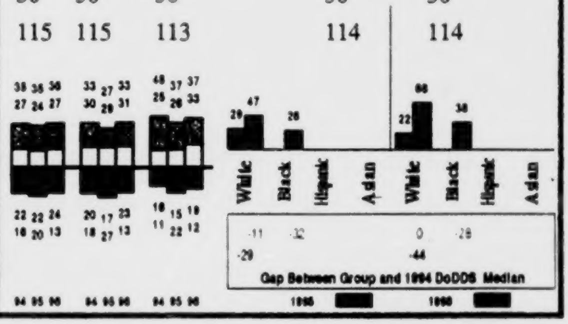
NOT APPLICABLE



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	63.3	61.4	67	40.8	59.1
District	56.7	56.8	62.8	44.5	58.1
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	115	115	113	114	114

Percent of Students in Each Quarter

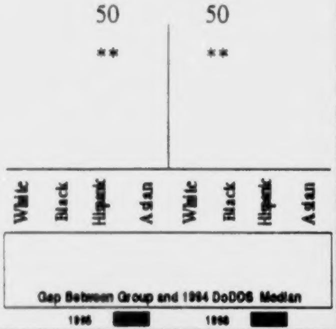


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	65	63.4	65.5	56	64.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wiesbaden MS
UNIT 29647
APO AE 09096

DSN Phone:
337-6251/6258

Commercial Phone:
611-721182

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
8	94	100	741.4	30%	35%	18%	11%	1%
8	95	105	765.4	29%	17%	39%	15%	0%
8	96	95	788	23%	44%	31%	2%	0%

SECTION F

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

ITALY DISTRICT
1995-1996

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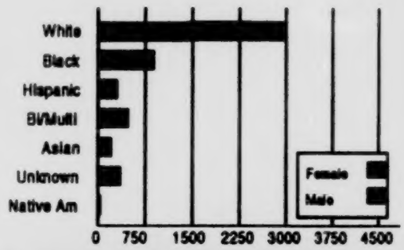
Department of Defense Education Activity
Italy 1995/96 District Profile
Candace Ransing, Superintendent

District Characteristics

Student Enrollment - 5,227



Special Programs			
[illegible]	[illegible]	[illegible]	[illegible]
PK-12	Special Education	425	8%
K-8	TAG	151	3%
K-12	ESL	120	2%
1	Reading Recovery	0	0%
7-12	AVID	22	
Students Taking AP Courses		136	38%

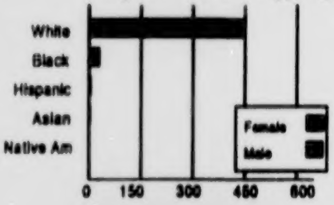
Grade	
PreK	39
K	511
1	625
2	560
3	506
4	488
5	474
6	436
7	364
8	371
9	271
10	232
11	202
12	148
Total	5227

Mobility Rate
33% Per Year

Sponsor Affiliation	
Marine	1%
Army	19%
Navy	40%
Air Force	32%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	12
4-6	34
7-10	40
> 10	249

Professional Staffing



School Staff	
[illegible]	FTE
Administrators	21
Classroom Teachers	288
Special Education	29
Other Professionals	64

Teacher Education	
Degree	Teachers
BA/BS	38%
MA/MS	61%
Doctorate	1%

Superintendent's Highlights

1995-96 marked many new beginnings in the Italy District with the appointment of a new superintendent, assistant superintendent, and six principals. Early in the year the support mission of the district office established an uncompromising focus on teaching and learning. A District Improvement Leadership Team, composed of stakeholders from the Air Force, Army and Navy communities, approved district-wide improvement initiatives. This team produced a plan that supported the school improvement strategies of each community school in DoDDS Italy. Additionally, school-based support from the district office provided assistance in selecting improvement strategies that would result in increased achievement for all children. Effective staff development designs and adult learning strategies modeled at all district and school meetings supported the curriculum leaders at each school.

Comprehensive data collected from the district office helped support essential facility improvements in Livorno, Vicenza, and Sigonella. A major MILCON project was begun in Naples which will result in new schools by June of 1998. Plans are underway to build a new school complex in the Aviano community to accommodate the rapidly growing population of learners.

DoDEA Strategic Plan: District Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Teachers received training to integrate writing, maps, graphs, and technology into instruction. Planned for 1996-97 is expansion of the Reading Recovery Program and enhanced support for cooperative learning in all curricular areas. The district sponsored a Speech, Drama, and Debate Festival for students. Second language teachers were provided district instruction in oral proficiency.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The critical nature of equity issues was emphasized by providing schools with a comprehensive analysis of student data in math and science. Teaching strategies provided to schools assisted in the implementation of practices to improve student achievement. Examples included Test Ready, science process assessment, and the constructivist model of teaching and learning.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents, educators, and military representatives were co-decision makers on the District Improvement Leadership Team. This team made decisions on district policy. Parents participated in district workshops and task groups as co-learners and co-teachers. Parents and teachers, selected as Key Communicators, will co-teach and implement the School Home Partnership model throughout Italy.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The superintendent and the DSO staff aggressively implemented the DoDEA Community Strategic Plan at both the district and school levels. A variety of communication initiatives with parents and military commands enhanced overall perception of the Italy District. Electronic bulletin boards promoted communication in science, second languages, early childhood, and AVID.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**67%**	**24%**	**7%**
Math	**66%**	**23%**	**10%**
Science	**56%**	**27%**	**10%**
Social Studies	**58%**	**27%**	**7%**
School Communications	**58%**	**27%**	**15%**

Benchmark 10.8: Establish Technology for teachers and administrators

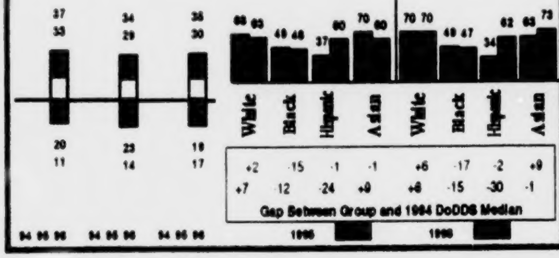
A comprehensive plan addressed technological needs of the district. Even with the use of some outdated equipment, 95% of the teachers have at least one DOS station and are on worldwide cc:Mail; many students are on local cc:Mail. All elementary schools conducted keyboarding training. The Aviano Complex was a Test-bed Site for DARPA/NSF technology projects to improve learning.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	471	471	470	473	472

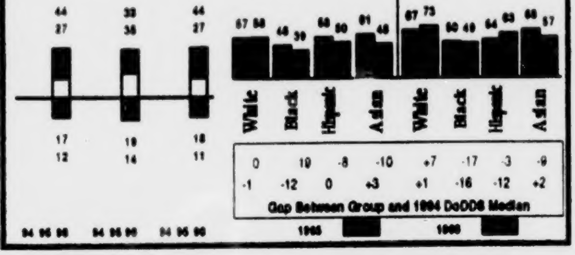
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	341	340	340	340	340

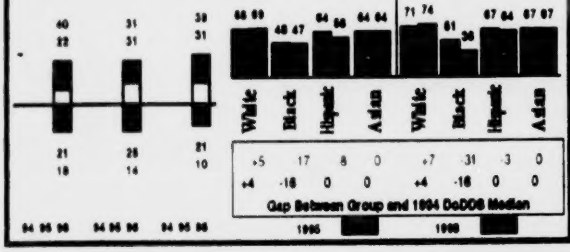
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	187	187	187	187	187

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	1994	71%	66%	42%
	1995	73%	64%	41%
Math Avg Score	1994	458	472	479
	1995	488	480	482
Verbal Avg Score	1994	441	430	423
	1995	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Italy District
Attn: Candace Ransing
Unit 31401, Box 11
APO AE 09102

DSN Phone:
634-8460

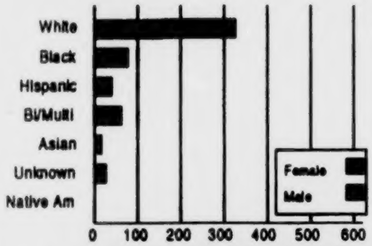
Commercial Phone:
39-444-518-460

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95							
5	96	447	727.1	25.5%	54.8%	18.1%	2.7%	0.9%
8	94							
8	95							
8	96	325	770.4	19.4%	37.8%	35.7%	6.5%	0.6%
10	94							
10	95							
10	96	212	805.7	25.9%	51.9%	19.3%	2.8%	0.0%

Department of Defense Education Activity
Aviano Elementary School (PK-6)
1995/96 School Profile
Norm Jaffee, Principal

School Characteristics

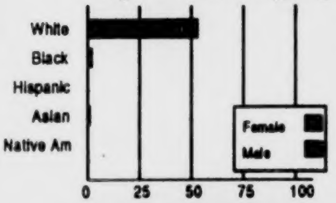
Student Enrollment - 532



Grade	
PreK	8
K	78
1	77
2	85
3	64
4	71
5	71
6	78
Total	532

Sponsor's Affiliation	
Marine	<.5%
Army	4%
Navy	<.5%
Air Force	91%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grades Offered	[illegible]		
PK-12	Special Education	62	12%
K-8	TAG	0	0%
K-12	ESL	22	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
34% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	4
7-10	2
> 10	33

School Staff

Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	6
Other Professionals	7

Teacher Education

Degree	Teachers
BA/BS	39%
MA/MS	58%
Doctorate	3%

Principal's Highlights

Nestled against the base of the Alps, Aviano Elementary School is in the NE part of Italy. The school has been noted for its strong academic programs in DoDDS since opening in 1955. Currently, with over 600 students enrolled, one will find a strong, cooperative faculty that effectively services the needs of all children. The desire to provide a balanced educational program for children is evident.

AES has successfully implemented a volunteer program identifying over 120 adults who work in and around the school assisting the learning process in the classrooms. This venture has enhanced Benchmark 8.1 of the DoDEA Community Strategic Plan. The 31st Fighter Wing Medical Group has also adopted our elementary school providing support and assistance in all aspects of our school.

The enrichment program of AES is expanding and encompasses ALL children. Through support of the PTSO, our school participated in Geography and Math Olympiads, Continental Math, and we have recently become the first DoDDS Italy school to adopt Odyssey of the Mind to enrich the learning of our students.

Our mission is to provide an active academic and creative environment that promotes responsible, healthy members of a multicultural and technologically complex society.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Our focus this year was on increasing the number of staff members using CIRC in their classrooms and on developing and expanding the use of the Core Literature Program. Initial surveys indicate room for expansion in both areas. Staff development for CIRC will be conducted in the fall for SY 96-97. New Core Literature sets have been purchased.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Numerous female guest speakers have visited our classrooms this past year discussing topics ranging from professional musicians, to lawyers, to pediatricians. This has assisted in laying the ground work for expanded career awareness for females. In addition, attention has been given to higher level questions and the amount of "wait time" used in order to close the gender gap.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Membership in our School Volunteer Program increased to over a hundred actively involved participants. Our school is further involved with the Parent University, the Adopt-a-School Program with base organizations, and other activities such as parent and community member readers during Right to Read month, and Field Activity Days.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Increased use of the media, such as the Vigileer and AFN, has enhanced communications between school and community. The creation of an extra duty position to assist us with providing increased communication is forthcoming. We currently use our School's Parent Newsletter and classroom newsletters to communicate what we are doing as a school.

BEST COPY AVAILABLE

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**70%**	**21%**	**7%**
Math	**64%**	**24%**	**9%**
Science	**56%**	**27%**	**12%**
Social Studies	**62%**	**24%**	**5%**
School Communications	**56%**	**30%**	**14%**

Benchmark 10.8: Establish Technology for teachers and administrators

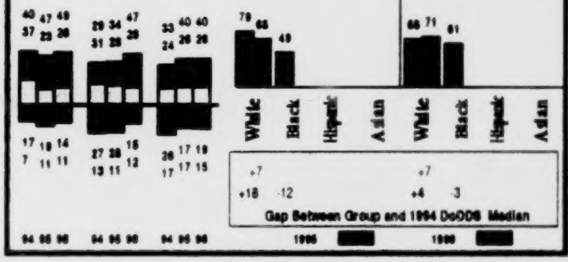
Every staff member is directly tied into the LAN and several locations throughout our school allow teachers access to the WWW. Intergrade and interschool communication has been expanded utilizing the new technology with students in first grade through sixth grade regularly communicating with others. The DoDEA Testbed Site project is in its early phase.

CTBS Test Results

Grade 3

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	75.2	71	69.3	69.5	70.4
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	72	73	73	74	72

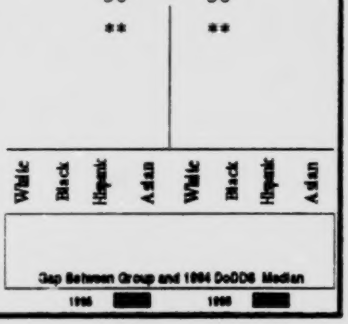
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

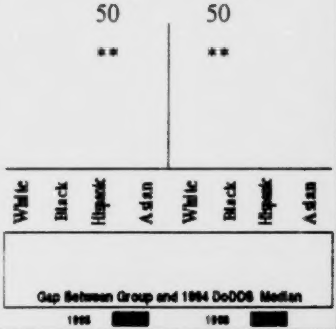


Grade 11

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	73%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	488	480	482
Verbal Avg Score	1994	N/A	441	430	423
	1995	N/A	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Aviano ES

PSC 1

APO AE 09601-0005

DSN Phone:
632-7233

Commercial Phone:
434-66-7233

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	94	50	777.2	28%	50%	20%	2%	0%
5	95	74	772.6	26%	64%	5%	5%	0%
5	96	71	693.2	7%	62%	24%	6%	1%

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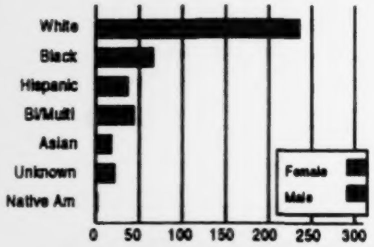
Department of Defense Education Activity
Aviano High School (7-12)
1995/96 School Profile
Frank O'Gara, Principal

School Characteristics

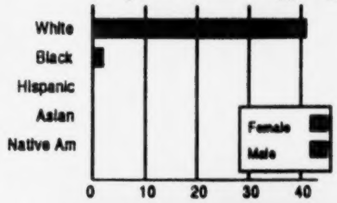
Student Enrollment - 425



Grade	
7	93
8	98
9	65
10	70
11	56
12	43
Total	425

Sponsor's Affiliation	
Marine	<.5%
Army	2%
Navy	<.5%
Air Force	88%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	1%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	1.5
Other Professionals	3

Special Programs			
Grade Offered			
PK-12	Special Education	16	4%
K-8	TAG	0	0%
K-12	ESL	2	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	16	
AP Courses Offered		8	
Students Taking AP Courses		37	37%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	3
7-10	4
> 10	30

Mobility Rate
16% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	21%
MA/MS	76%
Doctorate	3%

Principal's Highlights

The Aviano High School is proudly keeping pace with the rapid growth and strategic importance that Aviano Air Base has realized. In two school years, we have doubled in enrollment. Staffing and course offerings have been increased to accommodate the growth. Plans for a new state of the art school facility are currently in design.

As a DoDEA Technology Testbed Site, AHS is leading the way in studying the impact that technology has on learning. With a grant from the National Science Foundation, students and teachers are experimenting with emerging technologies and integrating technology into every subject area.

A renewed focus on excellence has allowed us to mature as an educational institution. Our school improvement plan initiatives will allow us to better articulate programs. Individual four-year plans for students and transition plans from school-to-work will better prepare students for the future. Among our strengths are a strong writing program, a quality focus on visual and performing arts, an exemplary JROTC program, Advanced Placement classes in each core area, and an outstanding and successful interscholastic sports program. We will introduce block scheduling in August 1996. Look for our home page on the Web!

DoDEA Strategic Plan School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Pre-reading strategies taught by all content area teachers have been incorporated with an emphasis on vocabulary. Student career and academic portfolios will include individual student improvement plans for reading, math, and science. Teaming and cross-curricular instruction in units such as Animal Rights, Family Heritage, and the Environment have been popular.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Family math and science programs will teach and share the curriculum. A mentor program with the local military partnership unit is in development. Mentors will tutor students, particularly those in the target audience, in math and science. Peer tutors will also be used to strengthen skills. A team of faculty members has received AVID training and will implement the program.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A newly formed PTSA used the strategic planning process to align its goals and objectives with current systemic initiatives. Parent academies will be conducted beginning in August to educate parents about the curriculum and to enlist their support in helping to increase achievement for all students. Five "parents in the school" days have been completed.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Parent conference days were instituted and supported by parents this past year at the high school. The SILT pulled a variety of constituents together in support of common goals. A pilot program to electronically connect homes and the school was started and will be expanded. The School Advisory Committee function will be incorporated with the SILT.

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Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	67%	27%	6%
Math	65%	23%	12%
Science	64%	27%	8%
Social Studies	56%	32%	10%
School Communications	59%	28%	11%

Benchmark 10.8: Establish Technology for teachers and administrators

The microcomputer-based laboratories (MBL) were expanded to allow all science teachers to incorporate the use of emerging technologies in science. The faculty supported the selection of Aviano as a DoDEA Testbed Site for technology research. Over the next 2-3 years, students, teachers and community members will explore the impact of technology on teaching.

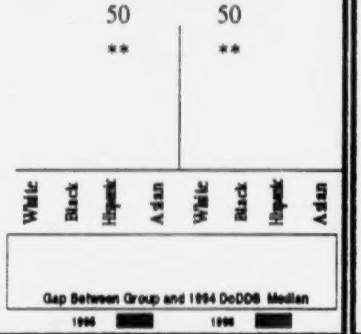
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

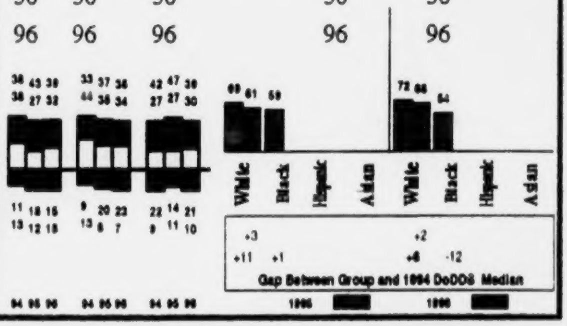
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68.7	62.5	70.3	58.5	66.8
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	96	96	96	96	96

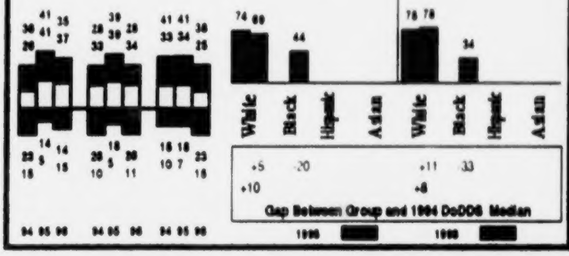
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	59.6	59.5	65	60	66
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	52	53	53	53	53

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	35%	71%	66%	42%
	1995	55%	73%	64%	41%
Math Avg Score	1994	462	458	472	479
	1995	495	488	480	482
Verbal Avg Score	1994	447	441	430	423
	1995	429	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Aviano HS
UNIT 6210, BOX 180
APO AE 09601-0180

DSN Phone:
632-7256/7287

Commercial Phone:
434-66-7256/7287

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
8	94	48	820.3	42%	44%	10%	4%	0%
8	95	66	802	58%	20%	14%	6%	2%
8	96	95	760.6	17%	37%	36%	10%	1%
10	94	42	827.9	52%	21%	21%	5%	0%
10	95	59	793.9	17%	41%	37%	5%	0%
10	96	65	806.8	26%	54%	14%	6%	0%

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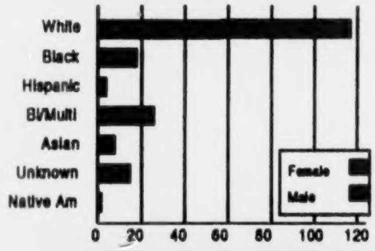
Department of Defense Education Activity
Gaeta Elementary/Junior High School (PK-8)
1995/96 School Profile
Robert Kirkpatrick, Principal

School Characteristics

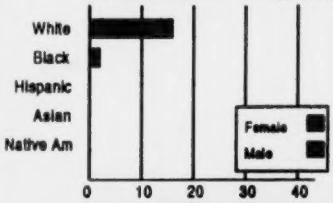
Student Enrollment - 189



Grade	
PreK	1
K	23
1	28
2	20
3	27
4	23
5	21
6	17
7	16
8	13
Total	189

Sponsor's Affiliation	
Marine	2%
Army	1%
Navy	93%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered			
PK-12	Special Education	11	6%
K-8	TAG	27	14%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
27% Per Year

Teacher Experience

Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

School Staff

Category	FTE
Administrators	1
Classroom Teachers	9
Special Education	1
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	17%
MA/MS	83%
Doctorate	0%

Principal's Highlights

Gaeta ES has been serving the educational needs of the dependents of COMSIXTHFLEET and the Flag Ship since 1976. During that time programs have been expanded and the quality of education has steadily risen. For the past three years the scores for each grade level tested on the CTBS have been significantly above the national average.

This community and this school hold high expectations for students. Currently, 35% to 40% of eligible students earn the honor roll recognition. Gaeta American School is making rapid progress in the application of technology to learning. Students are learning skills that place them equal to or ahead of their parents, most of whom are college graduates.

Currently we are striving to become the model for DoDEA in our "school and partnership program." In the initiation of our School Improvement Program we were careful to gain active participation from students, parents, military community friends, and teachers. From this strong beginning has come the foundation of strong school/home/command support.

This school is a community of happy, self motivated learners who are actively engaged in reaching for high standards. Study trips, drama, music, counseling, Italian language, computer literacy, and festivals enrich our curriculum. GAETA KIDS ARE GREAT LEARNERS AND PEOPLE.

DoDEA Strategic Plan/School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Currently we have initiated a "writing across the curriculum" program that has the full support of all of the instructional staff. For the first time, students are frequently writing in mathematics, science, and social studies, in addition to language arts classes. Our staff development plan includes Writers' Workshop training for all instructors.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

1995 CTBS scores indicated a narrow gap between minority and majority pop scores. Faculty adopted a plan based on the TESA model for reducing ethnic and gender inequities. Currently, we have initiated a "tutoring" program sponsored by special interest groups to assist with this achievement goal. Test Ready materials and copperative learning are having a positive impact.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

An informal survey revealed that a small percentage of parents perform an enormous amount of volunteer work. Another 30% of the parents volunteer a small amount of time and the rest are rather disconnected from the mainstream of events at school. Plans are underway through the SIP and SAC combined program, to organize a "volunteer center" at the school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

This year we initiated an informational program from the FAST model. "Success Packets" for minority parents were periodically mailed and small discussion groups were held. An Internet connection between the school and the Flag Ship has been established. Teacher newsletters, a video yearbook, e-mail, Parent Newsletters, and PTSA curriculum presentations provided.

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Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	67%	22%	9%
Math	64%	21%	11%
Science	47%	28%	13%
Social Studies	63%	19%	8%
School Communications	43%	21%	19%

Benchmark 10.8: Establish Technology for teachers and administrators

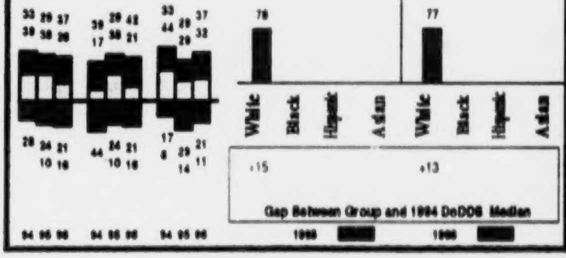
In a short time we have come a long way in our technological development. Recently, we were able to network the school. Internet service was added to our media center. Through staff development and providing intimate contact daily with technology, we will increase staff competencies in this area.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	68	69	67	56	70
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	19	19	19	19	19

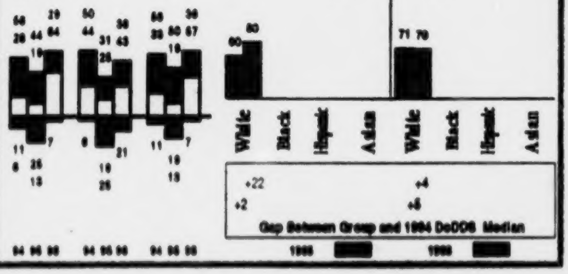
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	65.5	73	72	73.5	71.7
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	14	14	14	14	14

Percent of Students in Each Quarter

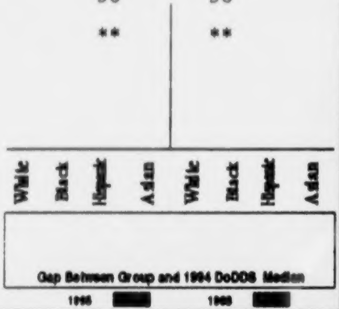


Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	**	**	**	**	**
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

Percent of Students in Each Quarter



SAT Results					
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	73%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	466	480	482
Verbal Avg Score	1994	N/A	441	430	423
	1995	N/A	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Gaeta ES/JHS
PSC 811
FPO AE 09609-0005

DSN Phone:
625-7579/80

Commercial Phone:
771-47-1260/1319

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	13	764.2	31%	31%	39%	0%	0%
5	95	17	731.5	24%	41%	18%	18%	0%
5	96	18	753.8	33%	61%	6%	0%	0%
8	94							
8	95	13	799.1	46%	31%	8%	15%	0%
8	96	8	*	38%	25%	38%	0%	0%

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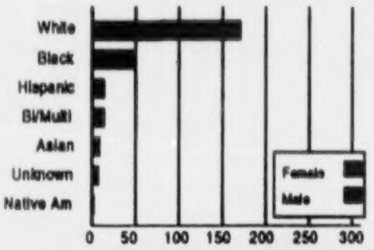
Department of Defense Education Activity
La Maddalena Elementary School (K-8)
1995/96 School Profile
Michael Duff, Principal

School Characteristics

Student Enrollment - 262



Special Programs

Grades Offered	[illegible]		
PK-12	Special Education	20	8%
K-8	TAG	0	0%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Grade	
K	22
1	46
2	32
3	33
4	33
5	33
6	21
7	24
8	18
Total	262

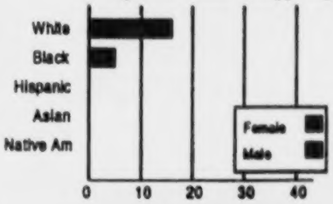
Mobility Rate
65% Per Year

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	98%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Teacher Experience

Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	1
Other Professionals	4.5

Teacher Education

Degree	Percent
BA/BS	65%
MA/MS	35%
Doctorate	0%

Principal's Highlights

As a result of implementing the school improvement process, all stakeholders in the La Maddalena School community have increased their commitment to education as a partnership. The La Maddalena School community believes that we are all responsible for providing a world class education for our children. In order for us to be successful, we must work together.

During this school year, we have developed many strategies for community partnership. Every day of the school year, parent volunteers are present in our classrooms providing additional help for students. The community works together to award excellence with programs such as "Lunch on the USS Simon Lake" for students who earn a straight "A" report card at the quarter. The community learns together with activities such as our "Family Math Morning." Our community played together as students and families were treated to the end of the year Beach Party sponsored by the PTA.

The important lessons that we learned this year will assist us in further strengthening our programs for SY 1996-97. The La Maddalena School community celebrates the successes of this school year and looks forward to further implementation of our SIP in SY 1996-97.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

A time line has been established for the implementation of TESA. Teachers have participated in an in-service of the new social studies adoption. All DOS computers have been equipped with social studies content related materials that have been introduced and utilized by students in grades two through eight. Teachers have integrated maps and graphs across the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Math sections of the Test Ready materials and CTBS were utilized for teacher and group evaluation. 100% of the faculty attended an overview workshop of cooperative strategies and models. All students participated in cooperative group activities. A community mentoring program was implemented which has sparked a rethinking of parent and teacher instructional partnerships.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Representatives from all constituencies participated in the SIP process. Community mentors and volunteers were identified and introduced to school partners. Evaluation of the community partnership process supported specific training of all school partners in basic student management and instructional practices. This training is planned for implementation in the Fall of 1996.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A Local Area Network was established allowing all school populations full access to communication, media and Microsoft Office applications. Instruction in network utilization has been given to parents, students, teachers and administrative staff. The incorporation of cc:Mail within the instructional design of media, special education and middle school programs has occured.

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Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**59%**	**29%**	**11%**
Math	**63%**	**25%**	**10%**
Science	**47%**	**28%**	**16%**
Social Studies	**48%**	**31%**	**12%**
School Communications	**26%**	**32%**	**42%**

Benchmark 10.8: Establish Technology for teachers and administrators

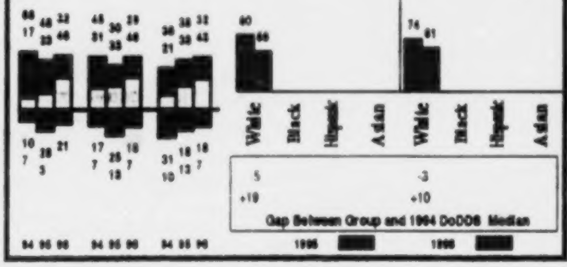
A wide range of learning opportunities were offered in electronic technology throughout the year. Parents, administrative staff, and instructional personnel were invited to time release and extra curricular in-services. All school staff have had multiple exposures to identified electronic applications. Implementation of applications has been observed at all instructional levels.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68.5	64.3	62.5	59	63.3
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	28	28	28	28	28

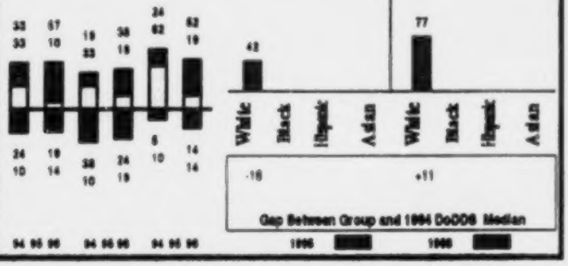
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	76.7	66	77	42	71
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	21	21	21	21	21

Percent of Students in Each Quarter

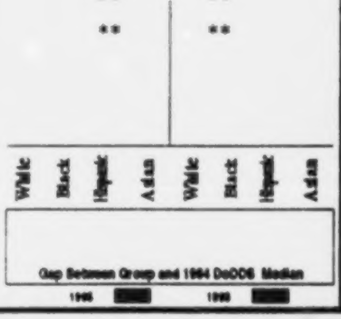


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	73%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	488	480	482
Verbal Avg Score	1994	N/A	441	430	423
	1995	N/A	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

La Maddalena ES/MS
PSC 816, BOX 1755
FPO AE 09612-0005

DSN Phone:
623-8209/36

Commercial Phone:
789-738011

[illegible]								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	28	758.9	21%	43%	36%	0%	0%
5	95	23	758.6	26%	44%	22%	9%	0%
5	96	29	729.6	38%	52%	7%	0%	3%
8	94	13	768.8	15%	46%	23%	15%	0%
8	95	21	751.1	38%	24%	24%	10%	5%
8	96	16	774.9	6%	56%	38%	0%	0%

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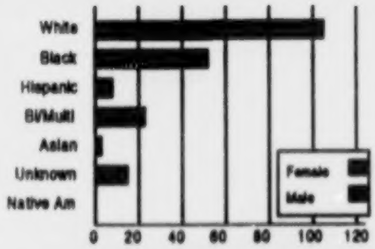
Department of Defense Education Activity
Livorno Elementary/High School (PK-12)
1995/96 School Profile
James McNeil, Principal

School Characteristics

Student Enrollment - 205



Special Programs

[illegible]			
PK-12	Special Education	29	14%
K-8	TAG	0	0%
K-12	ESL	8	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		1	
Students Taking AP Courses		4	33%

Grade	
PreK	4
K	25
1	20
2	22
3	18
4	15
5	10
6	18
7	17
8	15
9	14
10	15
11	9
12	3
Total	205

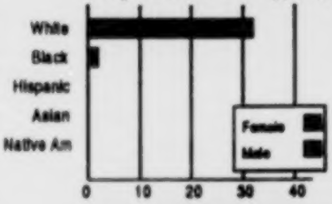
Mobility Rate
43% Per Year

[illegible] Affiliation	
Marine	<5%
Army	45%
Navy	1%
Air Force	36%
Coast Guard	<5%
Non-US Military	3%
US Civilians	15%
Non-US Civilians	<.5%

Teacher Experience

[illegible]	[illegible]
New	0
1-3	0
4-6	0
7-10	1
> 10	18

Professional Staffing



[illegible]	[illegible]
Administrators	2
Classroom Teachers	16.5
Special Education	2
Other Professionals	5

[illegible]	[illegible]
BA/BS	20%
MA/MS	80%
Doctorate	0%

Principal's Highlights

Livorno Unit School is one of DoDEA's smaller schools but is on the cutting edge of the technology explosion. It is located on Camp Darby in the Tuscany Region of Italy. The school consists of elementary and high school buildings located approximately one mile apart. The elementary has a media center and computer lab as well as regular classrooms. The elementary building is currently undergoing renovation that will improve the use of this facility.

The high school has a combined business and computer lab, an industrial technology lab, a home economics lab, and a Media Center. The curriculum at the high school is designed to give students the classes they need to become well-informed members of society. Students are encouraged to take courses that will challenge and prepare them for the world after high school.

Livorno Unit School is striving to develop students' full potential in an atmosphere that gives them a sense of acceptance, respect, and trust. The teachers work to motivate each student to accomplish his or her best and offer programs that will help the student succeed. The faculty of Livorno Unit School believes that school is a place where children should be given the opportunity for success.

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DoDEA Strategic Plan: School Improvement Implementation School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Increased use of technology allowed math, social studies, and language arts classes to integrate units of study. Use of portfolios in both schools has created student interest in the quality of their work. Fourth grade participated in on-going story writing via cc:Mail with other DoDEA schools. Students in grades 7-9 used the Internet to increase their knowledge of geography.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The counselor and teachers have worked to increase enrollment in upper level math classes. Math Clubs are actively recruiting members to increase interest in math. Math mentoring at the elementary and high school is planned for SY 96-97. A mentoring program is being pursued for the entire school complex with parents, military personnel, and civilians being recruited as mentors.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A needs assessment survey has been designed to identify areas of interest for parental involvement in the school. An active volunteer program is in place at the elementary school. A survey will be distributed to units on base to locate other sources of support. Career Day plans have been made for SY 1996-97 and teachers were encouraged to plan quarterly career activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school publishes a monthly newsletter to inform parents and the community about important school activities and how they may become involved. Math Week at the elementary school involved many families in math activities. The PTSO is very active at the elementary level. Information of interest to teachers and other members of the staff is dispersed via cc:Mail.

Report Card from DoDDS Parents

Overall Quality	A/B	C	D/F
Language Arts	58%	27%	14%
Math	50%	36%	11%
Science	46%	36%	13%
Social Studies	42%	38%	14%
School Communications	45%	34%	21%

Benchmark 10.8: Establish Technology for teachers and administrators

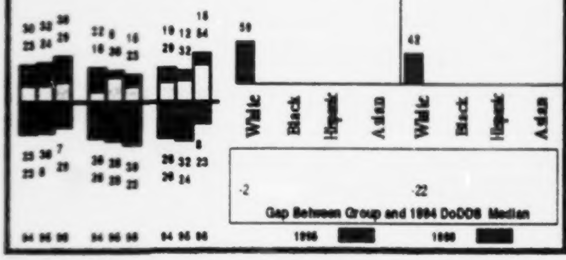
Plans have been completed for an aggressive implementation of technology at Livorno Unit School. Technology will be used as a tool for learning in all curricular areas. Training is planned for teachers as new technology is placed on-line. Integrated units have been planned for language arts, mathematics, social studies, and science.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	67.5	49	55	61	59
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	14	13	13	13	14

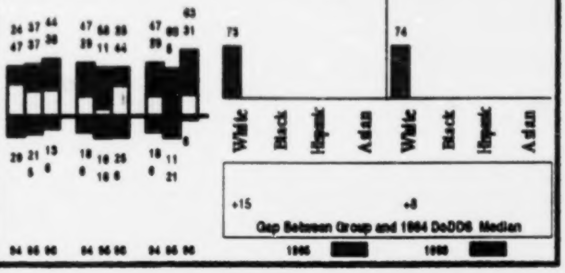
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	72	54	81.5	69	71
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	16	16	16	16	16

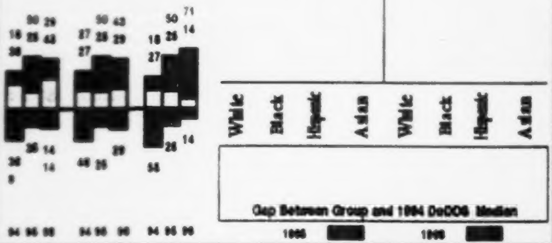
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter



SAT Results

% Participating	1994	100%	71%	66%	42%
	1995	100%	73%	64%	41%
Math Avg Score	1994	382	456	472	479
	1995	465	488	480	482
Verbal Avg Score	1994	383	441	430	423
	1995	383	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Livorno ES/HS
UNIT 31301, BOX 66
APO AE 09613-0005

DSN Phone:
633-7573/7367

Commercial Phone:
50-54-7573/7367

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	21	760.2	14%	62%	19%	5%	0%
5	95	19	785.7	32%	63%	0%	5%	0%
5	96	11	739.6	46%	27%	27%	0%	0%
8	94	23	817.3	44%	39%	9%	9%	0%
8	95	17	771.6	29%	29%	35%	6%	0%
8	96	13	780.5	15%	46%	39%	0%	0%
10	94							
10	95	13	812.9	31%	46%	15%	8%	0%
10	96	14	827.3	36%	50%	14%	0%	0%

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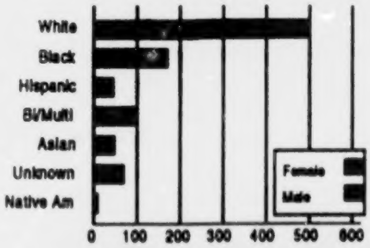
Department of Defense Education Activity
Naples Elementary School (PK-5)
1995/96 School Profile
Edward Drozdowski, Principal

School Characteristics

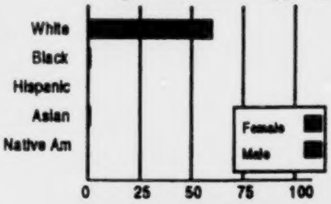
Student Enrollment - 816



Grade	
PreK	7
K	119
1	158
2	142
3	130
4	132
5	128
Total	816

Sponsor's Affiliation	
Marine	1%
Army	14%
Navy	61%
Air Force	18%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

[illegible]			
PK-12	Special Education	80	9%
K-8	TAG	52	6%
K-12	ESL	30	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
30% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	16
7-10	22
> 10	20

School Staff

Category	FTE
Administrators	2
Classroom Teachers	38.5
Special Education	4.5
Other Professionals	11

Teacher Education

Degree	Teachers
BA/BS	37%
MA/MS	63%
Doctorate	0%

Principal's Highlights

Naples Elementary School initiated a powerful new program designed to help all students succeed. START (Student-Teacher At Risk Team) has been in place for two years, significantly reducing the number of unnecessary CSC referrals and increasing parental involvement. In START, parents and teachers work together to develop an action plan aimed at improving students' academic performance.

Naples Elementary School is one of DoDEA's most technologically advanced schools. With our new Pentium lab, we now boast two technology labs, a networked Media Center, and a Local Area Network (LAN) reaching every classroom. Students and teachers have daily access to cc:Mail, the Media Center on-line card catalog, networked CD-ROMs, and word processing. Students and teachers are involved in a multitude of activities including hypermedia, HTML, multimedia development, word processing, spreadsheets, graphics, and keyboarding. Weekly hands-on training sessions serve to continually upgrade faculty technology skills.

In the next school year, NES will be moving to a new school complex. Throughout this transition, the faculty will keep DoDEA's strategic plan goals in the forefront, as they prepare children to meet the challenges of today's changing world.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Teachers continue to integrate reading and writing strategies utilizing such programs as Writers' Workshop, and Cooperative Learning. Teacher Expectations, Student Achievement training for two site-based coordinators will begin in the fall. START provides at-risk students with support to succeed in Language Arts through specific strategies tailored to the child's needs.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Naples Elementary is becoming well known for its annual Math Night, when families experiment with sample activities and manipulatives to explore math. Plans are being made to involve parents in all staff development activities with MathLand. START provides at-risk students with tools to succeed in math through specific strategies tailored to the child's needs.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

START completed its second year of implementation with increased parental participation. Materials were available for check-out, as START helped parents help their children. The PTSA was highly successful, raising $15,000 that was put directly back into the school. A new set of officers is in place and making plans to continue the programs sponsored by the PTSA.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school publishes the La Delphina, a monthly newsletter to inform the parents and community of important school activities and student achievements. One teacher worked as a liaison to the local newspaper, collecting news about school events and student achievement. Many students saw their articles in the newspaper.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	73%	19%	5%
Math	71%	20%	5%
Science	59%	28%	6%
Social Studies	62%	26%	3%
School Communications	63%	26%	11%

Benchmark 10.8: Establish Technology for teachers and administrators

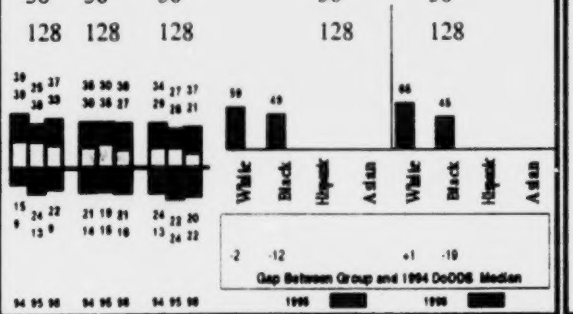
We have 2 computer labs and a school-wide LAN. School communication is facilitated through cc:Mail by students and staff. Student pen pals have been established with world wide cc:Mail access. Projects such as WWW home page and electronic student competitions achieved with connection to internet. Continued staff training is planned and equipment upgrades will continue.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	66.3	66.2	58.8	48.2	59.3
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	128	128	128	128	128

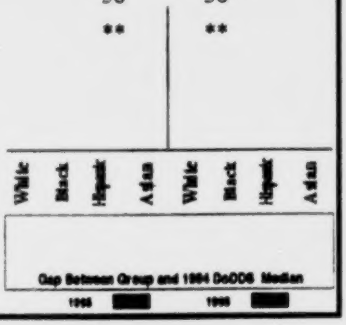
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

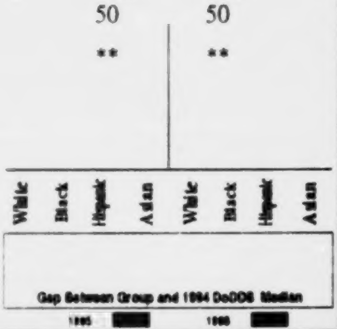


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	73%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	488	480	482
Verbal Avg Score	1994	N/A	441	430	423
	1995	N/A	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Naples ES
PSC 810, BOX 39
FPO AE 09619-0015

DSN Phone:
625-3191

Commercial Phone:
81-50-93420/22

DEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	95	724.7	14%	42%	31%	13%	0%
5	95	100	757.3	31%	49%	14%	4%	0%
5	96	123	739.9	29%	56%	13%	1%	1%

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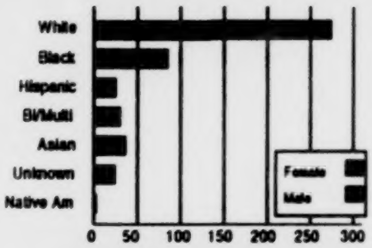
Department of Defense Education Activity
Naples High School (7-12)
1995/96 School Profile
Michael Diekmann, Principal

School Characteristics

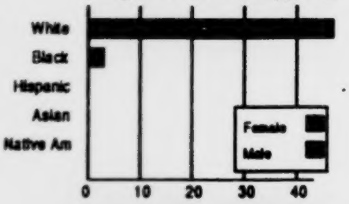
Student Enrollment - 477



Grade	
7	93
8	103
9	95
10	67
11	72
12	47
Total	477

Sponsor Affiliation	
Marine	2%
Army	15%
Navy	52%
Air Force	18%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	1%

Professional Staffing



Special Programs			
PK-12	**Special Education**	25	5%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	**Reading Recovery**	N/A	N/A
7-12	AVID	0	
AP Courses Offered		10	
Students Taking AP Courses		56	47%

Mobility Rate
21% Per Year

Teacher Experience	
New	1
1-3	0
4-6	0
7-10	2
> 10	30

School Staff	
Administrators	2
Classroom Teachers	33
Special Education	1
Other Professionals	3.5

Teacher Education	
BA/BS	44%
MA/MS	56%
Doctorate	0%

Principal's Highlights

Naples American High School educates a diverse student population in a city environment. The community represents a wide spectrum of the American military. As a NATO command, we serve all branches of the military, a large civilian population, and local Italian students. We have worked hard this year to improve the relationships between the community and the school. Greater parent participation has been seen in many areas. We established a School Improvement Leadership Team headed by dynamic staff members who have re-energized the School Improvement Process. A multidisciplinary Student Intervention Team, including community members, was established to review disciplinary actions.

Our school has a graduation rate of over 90% and of those that graduate, over 60% have indicated they will pursue higher education. We received two full scholarships and had students accepted into the most prestigious universities in America. We offer honors classes and nine advanced placement courses. Our school is on the Internet.. Every classroom has computers for students. We offer a full range of athletic and academic extra-curricular activities and have sent teams and individuals to European championships.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The language arts department worked on writing across the curriculum, and language usage and mechanics, as strategies to increase proficiency in this area. Standardizing proofreading symbols and encouraging all curricular areas to use writing have been specifically directed to that end. A resource folder with ideas for writing in all areas has been created and is available to all staff members.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The Science Department has used their best ideas to develop an improvement plan that has undergone several revisions. They now have an action plan that will focus on peer tutoring and an adopt-a-student program. Report card grades will be used to determine which students are in need of assistance and will serve as a baseline from which to measure success of the initiatives.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

After informally polling community volunteers, parents, and staff members, it was determined that the school needed a volunteer coordinator. One has been appointed and a volunteer procedural guide is being developed. The Student Intervention Team was formed to better communicate with parents when students are having difficulty in school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Plans are underway to utilize all available communication mediums (radio, television, newspapers, newsletters, mail, e-mail, telephone, announcements, bulletins) to create an effective, interactive information system. Students, parents, staff, and community resource people will be involved in establishing and monitoring specific plans.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	62%	30%	6%
Math	56%	31%	12%
Science	56%	27%	15%
Social Studies	58%	29%	11%
School Communications	57%	22%	20%

Benchmark 10.8: Establish Technology for teachers and administrators

An ambitious plan to make NAHS one of the foremost schools in DoDEA in the area of technology is in the works. The technology benchmark will be directed through the efforts of a multidisciplinary Technology Committee and this group will assess and review the needs of and requests from all areas of the curriculum. These requests include hardware, software and training.

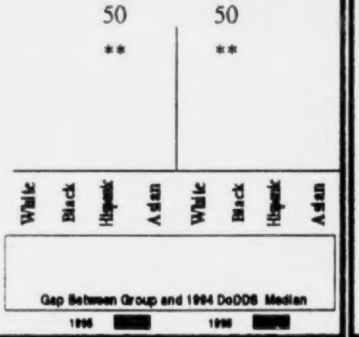
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

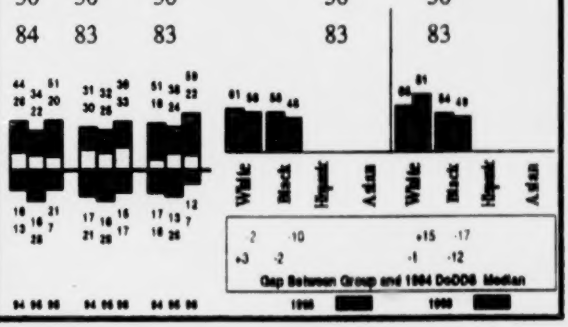
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	77	66	79.5	51	72.5
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	84	83	83	83	83

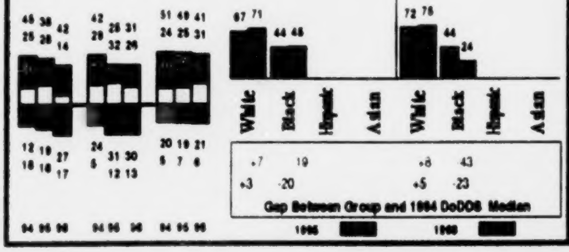
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66	58	67	61	69.8
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	71	70	70	70	70

Percent of Students in Each Quarter



SAT Results		School	District	[illegible]	Nation
% Participating	1994	82%	71%	66%	42%
	1995	100%	73%	64%	41%
Math Avg Score	1994	461	458	472	479
	1995	495	488	480	482
Verbal Avg Score	1994	461	441	430	423
	1995	443	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Naples HS
PSC 810, BOX 15
FPO AE 09619-0015

DSN Phone:
625-4350/80

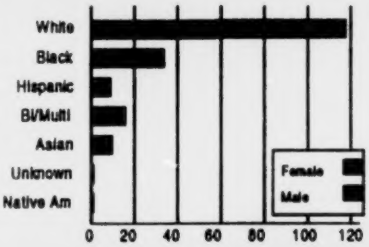
Commercial Phone:
81-7629007

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	98	767.3	30%	31%	20%	18%	0%
8	95	87	796.7	44%	20%	29%	8%	0%
8	96	88	773.1	17%	40%	38%	6%	0%
10	94	69	719.2	20%	32%	33%	6%	0%
10	95	61	764.2	8%	43%	38%	10%	2%
10	96	63	807.6	29%	48%	24%	0%	0%

Department of Defense Education Activity
Pordenone Elementary School (K-6)
1995/96 School Profile
Joan Porter, Principal

School Characteristics

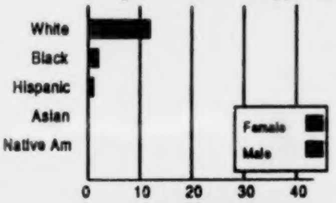
Student Enrollment - 189



Grade	
K	23
1	42
2	25
3	27
4	20
5	28
6	24
Total	189

Sponsor's Affiliation	
Marine	<.5%
Army	10%
Navy	<.5%
Air Force	89%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	16	8%
K-8	TAG	0	0%
K-12	ESL	3	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
39% Per Year

Teacher Experience	
Year	Teachers
New	1
1-3	0
4-6	0
7-10	0
> 10	12

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	8.5
Special Education	1.5
Other Professionals	2.5

Teacher Education	
Degree	Teacher
BA/BS	30%
MA/MS	70%
Doctorate	0%

Principal's Highlights

Pordenone Elementary is one of two satellite schools leased in 1994 to accommodate a growing population in Aviano. It is located in the middle of the city of Pordenone, and is a two story, 13 classroom building that was formerly an Italian School. There is a Media Center with five computers, and a Computer Lab with 22 computers. There are two computer networks, one servicing administrative needs and the other for the staff and students. All students work on computers frequently.

We have a strong home-school partnership that includes a minimum of 5 volunteers in the school daily. Parents are welcome in the school, and are invited for special occasions, such as the awards and recognition ceremonies. There is an Open House at the beginning of school, and this year the teachers and parents sponsored a carnival. A number of PTSO activities also bring parents to the school: school pictures, Santa's Secret Workshop, and the Book Fair. Parents sponsor the year-end Field Day and accompany their children on study trips.
The Aviano Complex has begun a DoDEA Testbed Site project. Enhanced electronic access should be in place by January '97, with our school implementing projects that would expand the current use of technology.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Plans focused on increasing reading proficiency through use of the CIRC program. While only one teacher had formal training, four of the nine classroom teachers are currently using the CIRC program. Skills lessons were garnered from the adopted text. Grades K-2 reviewed their current curriculum with emphasis on helping students transition appropriately.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Emphasis on problem solving was integrated in all grade levels through the introduction of the new MathLand program. Test Ready was used to identify skills not already included at specific grade levels. 100% of the staff implemented MathLand completely, augmenting instruction with basic skills.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our leadership team included three parents. As our school is located away from the main base we serve, the formation of a local PTSO was a positive start to include parents. More than thirty parents were recognized for their work in the school, from enabling the Computer Lab to remain open and supervised on a regular basis, to keeping the Media Center available daily.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication venues include cc:Mail access for all teachers in their classrooms. Efforts are being made to expand into the parent contact realm with some success. It is a real boon for a student to have a message from dad or mom in the Computer Lab. A parent newsletter goes home weekly and includes the school calendar as well as student-written comments.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**61%**	**28%**	**8%**
Math	**67%**	**27%**	**4%**
Science	**49%**	**30%**	**9%**
Social Studies	**52%**	**32%**	**6%**
School Communications	**53%**	**28%**	**19%**

Benchmark 10.8: Establish Technology for teachers and administrators

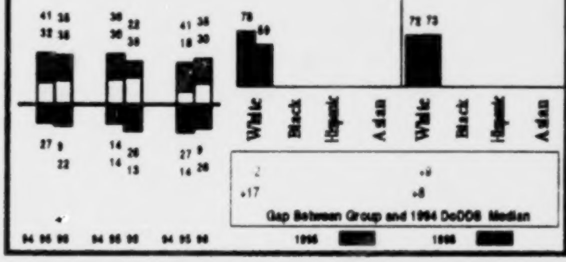
All teachers can access cc:Mail, the Columbia system and Grolier's Encyclopedia in their classrooms. Teachers received training in CD-ROM usage during a recent in-service, and were provided with a directory of those available for classroom use. A technology needs assessment was completed this past school year. Technology training was available.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	67.3	60	62	50	68.7
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	23	23	23	23	23

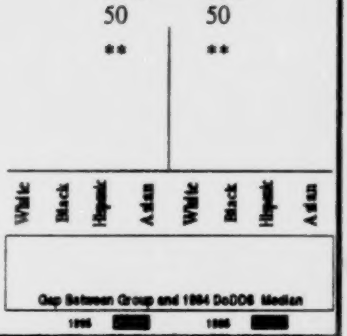
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

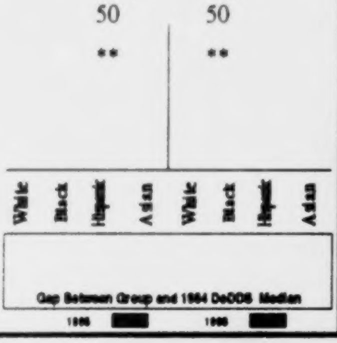


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	71%	66%	42%
	1995	N/A	73%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	488	480	482
Verbal Avg Score	1994	N/A	441	430	423
	1995	N/A	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Pordenone ES

PSC 1

APO AE 09601

DSN Phone:
632-4271

Commercial Phone:
434-28462

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	34	729.4	18%	44%	18%	21%	0%
5	96	26	729.3	27%	50%	19%	4%	0%

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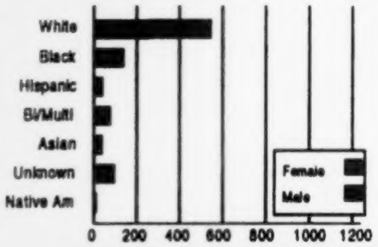
Department of Defense Education Activity
Sigonella Elementary/High School (PK-12)
1995/96 School Profile
Robert Kubarek, Principal

School Characteristics

Student Enrollment - 931



Grade	
PreK	6
K	90
1	116
2	99
3	81
4	85
5	84
6	82
7	68
8	75
9	53
10	29
11	38
12	25
Total	931

Mobility Rate
33% Per Year

Sponsors' Affiliation	
Marine	<.5%
Army	1%
Navy	92%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

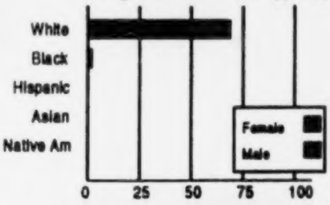
Special Programs

Grades Offered	[illegible]	[illegible]	[illegible]
PK-12	Special Education	71	8%
K-8	TAG	0	0%
K-12	ESL	24	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		2	
Students Taking AP Courses		16	25%

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	6
7-10	6
> 10	37

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	50.5
Special Education	4
Other Professionals	9

Teacher Education

Degree	% Teachers
BA/BS	43%
MA/MS	57%
Doctorate	0%

Principal's Highlights

Stephen Decatur Unit School in Sigonella is located on the island of Sicily in Italy. The school serves a large Navy base.

After reviewing pertinent test results, it was concluded that improvements in academic achievement in the areas of reading and math should be emphasized. In order to initiate the strategies of the plan, stress was put on increasing parental involvement, peer support, and examining ways in which the present level of technology could be effectively applied and enhanced. Following community and school-wide participation in the development and review of the School Improvement Plan, it was approved in December 1995. Appropriate actions to support each strategy of the plan were created to be engaged in the coming school year. The most important action to be considered for school year 1996-97 is the planning of a calendar of events and activities that will best utilize and coordinate the efforts of students, parents, faculty, and community.

Since Stephen Decatur School has recently experienced a substantial turnover of staff and community support, plans are being made for review by and input from those who are new members of our community and school.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The Technology Committee explored ways in which technology can be used to help students improve reading skills in all subject areas. Present academic programs are being expanded to include Advancement Via Individual Determination (AVID) and student peer mentoring.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Stephen Decatur School is seeking participation from minority and ethnic organizations in establishing mentoring programs that will help to eliminate discrepancies in student achievement in math. Study groups with department and grade level chairpersons will meet to discuss, identify, and implement the use of instructional techniques designed to help students at risk.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A calendar of parent curricular events will be established at the beginning of each school year to insure full parent support and participation in all areas of the curriculum. The Technology Committee is reviewing ways in which the school can be connected electronically with parents and the community.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A School Improvement Leadership Team was established with active representation from all the school's stakeholders. The need for a public relations person to coordinate all school activities and efficiently utilize community and military support was resolved by establishing a paid position for that purpose.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**68%**	**25%**	**5%**
Math	**71%**	**19%**	**9%**
Science	**66%**	**22%**	**5%**
Social Studies	**64%**	**22%**	**5%**
School Communications	**59%**	**27%**	**12%**

Benchmark 10.8: Establish Technology for teachers and administrators

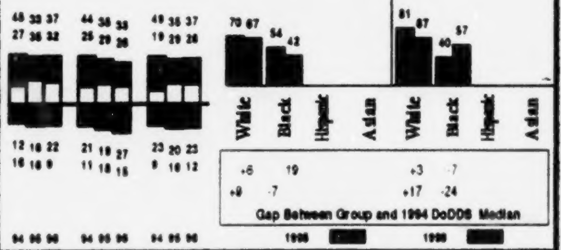
A survey to establish the present level of technology, along with teacher expertise and needs, was developed and disseminated. Since there has been a significant change in the faculty, new staff members will also be asked for input and suggestions in the arena of technology.

CTBS Test Results

Grade 3

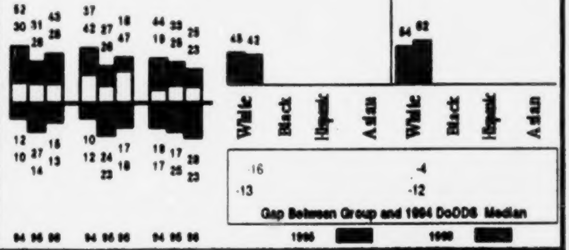
1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68	61	63.5	58.5	64.3
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	81	82	82	82	82

Percent of Students in Each Quarter



Grade 7

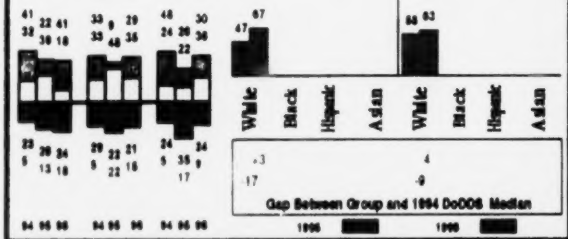
1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68	56.8	51	40.3	60
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	60	60	60	60	60



Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67	64	65	62.3	62
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	34	34	33	34	33

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	73%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	488	480	482
Verbal Avg Score	1994	N/A	441	430	423
	1995	N/A	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sigonella ES/HS
PSC 824, BOX 2630
FPO AE 09627-2630

DSN Phone:
624-4281/2

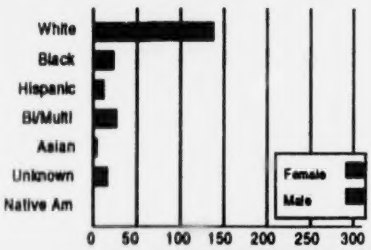
Commercial Phone:
9556-4281

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	62	729.1	13%	39%	39%	10%	0%
5	95	76	734.1	8%	65%	20%	8%	0%
5	96	79	737.1	20%	71%	8%	1%	0%
8	94	44	795.8	34%	43%	11%	11%	0%
8	95	42	758.8	26%	12%	50%	12%	0%
8	96	61	759.3	12%	36%	46%	7%	0%
10	94	20	815.1	35%	40%	25%	0%	0%
10	95	35	832.5	34%	51%	11%	3%	0%
10	96	22	781.2	23%	36%	32%	9%	0%

Department of Defense Education Activity
Vajont Elementary School (K-6)
1995/96 School Profile
Nick Suida, Principal

School Characteristics

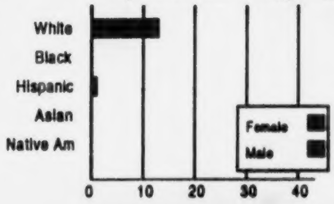
Student Enrollment - 221



Grade	
K	34
1	39
2	30
3	36
4	27
5	28
6	27
Total	221

Sponsor's Affiliation	
Marine	<.5%
Army	4%
Navy	<.5%
Air Force	95%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	12	5%
K-8	TAG	0	0%
K-12	ESL	6	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
25% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	0
> 10	11

School Staff

Category	FTE
Administrators	1
Classroom Teachers	9
Special Education	1
Other Professionals	3

Teacher Education

Degree	Teachers
BA/BS	55%
MA/MS	45%
Doctorate	0%

Principal's Highlights

Vajont Elementary School is staffed by teachers dedicated to student achievement. The school is located fifteen minutes from Aviano AFB, in the shadow of the Italian Alps. Vajont is a satellite school leased in 1994 to accommodate a growing population in the Aviano area. The school has ten classrooms, a media center, a computer lab, and a gymnasium.

Vajont School is emphasizing the writing process. Children write on a daily basis. Science lessons stress the "hands-on approach." The staff believes very strongly in the value of their School Improvement Plan and has invested a great deal of time and effort in making it a living document.

Vajont, as part of the Aviano school complex, is involved in the DoDEA Technology Testbed Site. This unique opportunity invites teachers and students to work on projects that extend the integration of technology in education. The pilot project is a significant initiative for the school. The students and teachers are committed to learning and sharing knowledge they acquire in the Testbed Site project with the community.

Parents, students, and staff of Vajont Elementary school believe that their school is the best community of learners!

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Long range plans include producing a school writing anthology of student works. To showcase student writing, a Lively Arts Fair was held in May. This event brought 284 students and parents to the school for a celebration of student work. Writing samples were displayed and students presented demonstrations in physical education, host nation, music, poetry, and drama.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

During Math Week, parents were invited to observe and participate in MathLand lessons in their child's classroom. A survey of parents' knowledge and concerns about the MathLand program was conducted and the results will provide baseline data for future comparison. Students make regular entries in math logs to demonstrate understanding of mathematical concepts.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Through our strategies, we are involving parents in all facets of school life. Math Week, the Fall Festival, the Lively Arts Fair, and musical programs bought new parents into the school. Parents are involved and contribute to the successful implementation of our school anthology and math home activities. The Leadership Team engages parents in school improvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Core literature materials in the "Share a Book" program are increasing and strengthening communication between students and parents, students and teachers, and families and the school. Additional core literature materials have been ordered to advance the implementation of this program. Teachers continue to share information about the math curriculum with parents.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**70%**	**23%**	**4%**
Math	**66%**	**24%**	**6%**
Science	**57%**	**25%**	**6%**
Social Studies	**59%**	**23%**	**4%**
School Communications	**78%**	**15%**	**6%**

Benchmark 10.8: Establish Technology for teachers and administrators

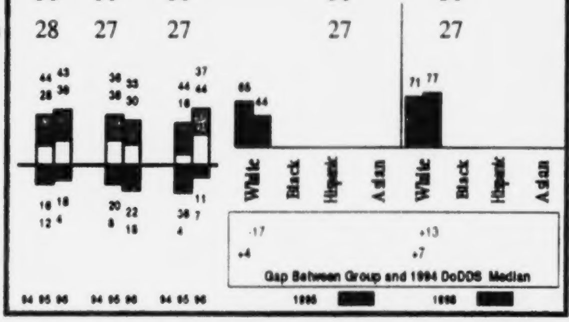
1995-96 found the computer lab with an increased supply of electricity. This advance made the lab 75% operational. Technology is integrated in the implementation of two strategies. Students will be using computers to produce a school anthology and to work on math logs. More initiatives will incorporate technology as the school moves into the next phase of the Testbed Site project.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	71.5	65	71	52	75
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	28	27	27	27	27

Percent of Students in Each Quarter

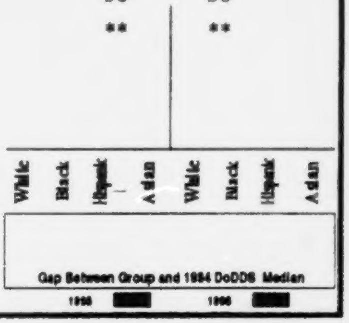


Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

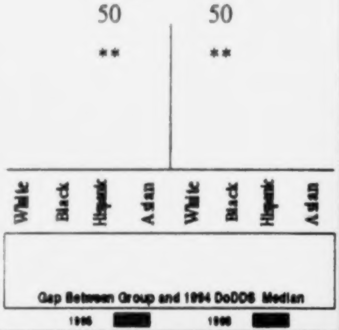


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	73%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	488	480	482
Verbal Avg Score	1994	N/A	441	430	423
	1995	N/A	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vajont ES
PSC 1
APO AE 09601-0005

DSN Phone:
632-4134

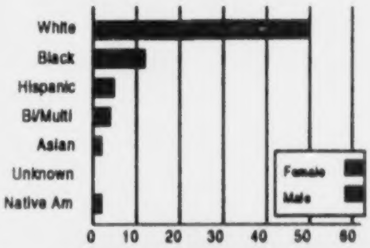
Commercial Phone:
427-701553/701590

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	23	743.3	9%	70%	17%	4%	0%
5	96	22	747.6	27%	68%	0%	5%	0%

Department of Defense Education Activity
Verona Elementary School (K-8)
1995/96 School Profile
Wilma Holt, Principal

School Characteristics

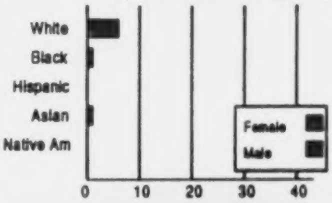
Student Enrollment - 74



Grade	
K	13
1	7
2	7
3	11
4	3
5	8
6	11
7	8
8	6
Total	74

Sponsor's Affiliation	
Marine	1%
Army	16%
Navy	4%
Air Force	69%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	4%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	7	9%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
32% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	0
7-10	1
> 10	4

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	5
Special Education	0.5
Other Professionals	1.5

Teacher Education	
Degree	% Teachers
BA/BS	50%
MA/MS	50%
Doctorate	0%

Principal's Highlights

Verona American School is unique as it serves two small military communities 60 miles apart; Ghedi Air Station and Verona LandSouth. Our students are Army, Air Force and Navy dependents. The school is located in Verona, Italy, city of Romeo and Juliet and summer operas. We are a community school without a military facility. Some of the many winning qualities in our small school are: full day kindergarten, multi-graded classes, Italian language classes daily for 7th and 8th grades, computer literate students with access to cc:Mail, Kids Network and the Internet, e-mail communication with homes, combined with community-school library facility; computers networked at the Ghedi and Verona bases for parents to cc:Mail teachers at Verona ES or Vicenza HS; champion MathCounts Teams from 7th and 8th grades classes of 10-15 students; DoDEA winner of 1996 White House essay contest "Living in a Global Village," parents and community members who generously volunteer time and talents.

Verona American School is a learning environment where excelling is expected!

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Our focus is on improving written and oral communication skills. Students write daily in math, science, and social studies. Creative writing and book reports are regular assignments. We are using graphic organizers to help students better organize, integrate, and comprehend information. A Literary Arts Festival is in our long range plans.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Test scores of our students do not show wide differences among racial, ethnic, or gender groups. However, our School Improvement Leadership Team acknowledges the research done in this area. We are working to insure that all students develop good test taking skills and strategies. Improving achievement in math and science is our priority.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

We have partnerships at all levels. The School Leadership Team co-decision makers are four parents, and four teachers. Parents are co-learners in all staff development and in our Parent Academies. Parents co-teach health, PE, science, social studies and technology classes. There is a great spirit of volunteerism at Verona.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A parent newsletter is sent home weekly and copies are distributed to both military commands. A monthly telephone survey evaluates the effectiveness of the newsletter. Feedback is reported and incorporated in subsequent publications. In the future, students will be contributors to newsletters with the expectation that they produce one each quarter.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	69%	22%	9%
Math	75%	22%	2%
Science	79%	14%	2%
Social Studies	71%	23%	2%
School Communications	75%	20%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

The integration of Word for Windows, PowerPoint, Excel, e-mail, uses of laser disks and CD-ROM is incorporated in daily lessons. During the summer of 1996 teachers attended classes about integrating technology into the curriculum. Teachers were introduced to Internet. Further work on the World Wide Web will be continued during the school year 1996-97.

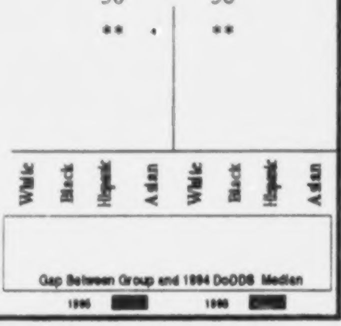
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

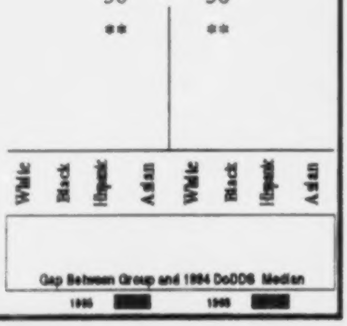


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

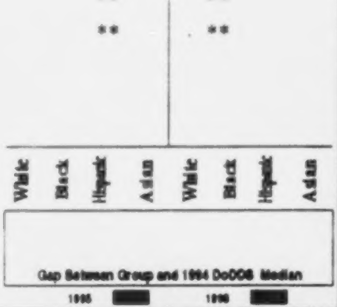


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	73%	64%	41%
Math Avg Score	1994	N/A	458	472	479
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Verbal Avg Score	1994	N/A	441	430	423
	1995	N/A	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Verona ES
CMR 428
APO AE 09628-0005

DSN Phone:

Commercial Phone:
45-94-2203/2199

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	11	694.9	27%	46%	18%	0%	9%
5	96	6		100%	0%	0%	0%	0%
8	94							
8	95							
8	96	4		75%	25%	0%	0%	0%

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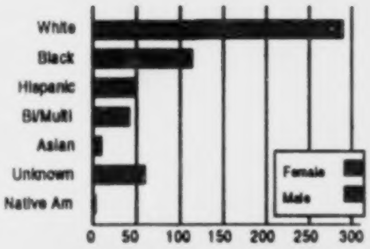
Department of Defense Education Activity
Vicenza Elementary School (PK-6)
1995/96 School Profile
Robert Allen, Principal

School Characteristics

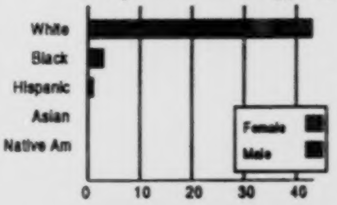
Student Enrollment - 568



Grade	
PreK	13
K	84
1	92
2	98
3	79
4	79
5	63
6	60
Total	568

Sponsor's Affiliation	
Marine	<5%
Army	84%
Navy	1%
Air Force	8%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	8%
Non-US Civilians	<5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	64	11%
K-8	TAG	72	13%
K-12	ESL	18	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
47% Per Year

Teacher Experience

Year	Teachers
New	0
1-3	0
4-6	2
7-10	0
> 10	34

School Staff

Category	FTE
Administrators	2
Classroom Teachers	25.5
Special Education	4
Other Professionals	6.5

Teacher Education

Degree	Teachers
BA/BS	26%
MA/MS	74%
Doctorate	0%

Principal's Highlights

Vicenza Elementary School has a dedicated, well-motivated School Improvement Team that has organized itself and has effectively guided our teachers through the formal steps of the DoDEA School Improvement Process.

Particularly noteworthy success has been achieved in the area of the School and Home partnership. An enrichment program was conducted on six Fridays that involved 120 parents, teachers, and community members teaching student-selected special interest classes to students in grades first through sixth. This event was augmented with a Family Math Extravaganza held after school one afternoon and a similarly scheduled "Project Fair," in which students shared special interest projects from several curricular areas with visiting parents and interested community members.

School Year 1996-97 will provide the opportunity to finely tune our school improvement plan and thoroughly implement all aspects of it.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Staff development was conducted to evaluate the implementation of the language arts standards. Grade level action plans were developed. Student writing samples were collected to establish a data base for student writing proficiency. Action plans for improving student achievement in writing will serve as a focus for staff development and teacher action research in 1996-97.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The successful implementation of the MathLand program addresses equity issues. Test Ready materials were prepared for use in school year 1996-97. Teacher Expectation, Student Achievement program and problem solving bulletin board materials were ordered. With DSO support, parents have been trained and involved through staff development, letters, and Family Math Extravaganza.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents were active in selecting school improvement strategies, piloting the Enrichment Program, promoting the Celebrity Read Aloud, and co-leading the School Improvement Leadership Team. Key communicators have been identified for school year 1996-97. A video yearbook produced by the media specialist provides a model for documentation of parent participation.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Use of electronic communication was initiated in projects for language arts, science, and social studies at several grade levels. Classroom parent newsletters were implemented during second semester (one per quarter) and will continue into school year 1996-97. The Teacher Expectations, Student Achievement program will be a model of teacher peer communication.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**71%**	**19%**	**7%**
Math	**68%**	**19%**	**9%**
Science	**43%**	**26%**	**14%**
Social Studies	**52%**	**25%**	**5%**
School Communications	**64%**	**25%**	**9%**

Benchmark 10.8: Establish Technology for teachers and administrators

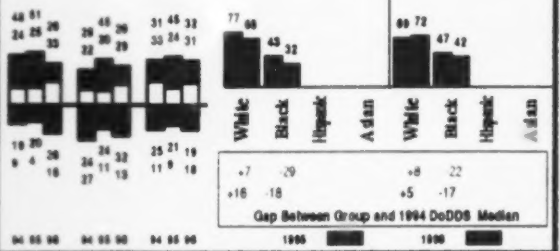
Teacher study groups supported and provided technological resources for producing Parent Newsletters. A computer teacher has been staffed for SY 1996-97. The computer lab was upgraded with multi-media computers. Lab assistance was funded by the Parent, Teacher, Student Association. A pilot project was generated for curricular integration of technology and music.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for:School	59	56.3	57.5	56.5	54.7
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	69	69	68	70	70

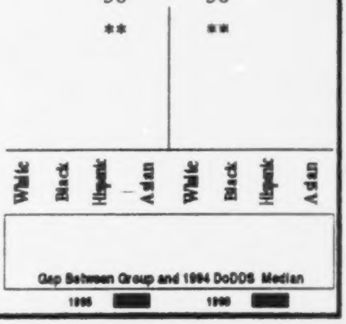
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for:School	**	**	**	**	**
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

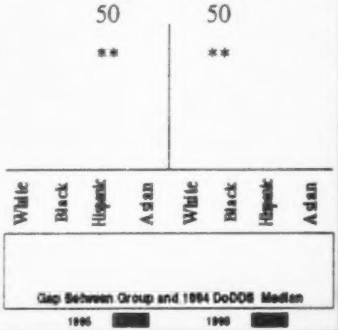


Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for:School	**	**	**	**	**
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	73%	64%	41%
Math Avg Score	1994	N/A	458	472	479
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Verbal Avg Score	1994	N/A	441	430	423
	1995	N/A	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vicenza ES
UNIT 31404, BOX 11
APO AE 09630-0005

DSN Phone:
634-7110/7069

Commercial Phone:
444-517110

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	66	740.4	21%	42%	27%	8%	2%
5	95	66	741.2	24%	49%	17%	9%	0%
5	96	62	697.5	26%	31%	36%	7%	2%

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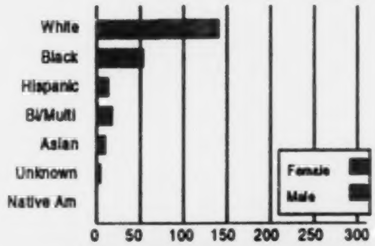
Department of Defense Education Activity
Vicenza High School (7-12)
1995/96 School Profile
Pete Price, Principal

School Characteristics

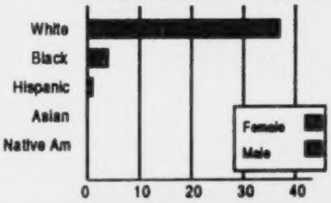
Student Enrollment - 240



Grade	
7	45
8	43
9	44
10	51
11	27
12	30
Total	240

Sponsor's Affiliation	
Marine	<.5%
Army	67%
Navy	2%
Air Force	13%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	17%
Non-US Civilians	1%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	12	5%
K-8	TAG	0	0%
K-12	ESL	5	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	6	
AP Courses Offered		3	
Students Taking AP Courses		23	40%

Mobility Rate
26% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	2
> 10	20

School Staff

Category	FTE
Administrators	1
Classroom Teachers	21.5
Special Education	1
Other Professionals	4

Teacher Education

Degree	Teacher
BA/BS	43%
MA/MS	52%
Doctorate	4%

Principal's Highlights

Vicenza High School is excited about its involvement in the School Improvement Process. Our highly motivated team has developed an excellent school improvement plan and accompanying action plans.

Our stakeholders strive to expand the strong school/home/community partnership that currently exists. Vicenza High School students, staff and parents are included on a regular basis in Family Force Forum, Community Goals & Objectives Conference, and Town Hall Meetings.

Vicenza High School, despite its relatively small size, provides many and varied programs to cater to the needs of all learners. A strong emphasis is on the writing process as it applies across the entire curriculum. Students score consistently above the national average in standardized testing. Seniors average 70 points higher than the national average on the SAT and a composite score of 20 on the ACT.

Our student body is a well behaved, flexible, cooperative group of young people working to succeed in a school environment highly conducive to learning and sensitive to their needs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Writing across the curriculum and the integration of technology are the emphasis of the school improvement plan. Training for teachers in different writing strategies will continue. An increased use of technology is evident in student work products with presentations being made in multimedia format, PowerPoint, Lotus Notes, and Internet.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The primary emphasis is to close the gender gap in the area of Math. Strategies include one-on-one counseling with females concerning math, implementation of the AVID program, use of female role models, and a community sponsored tutoring program.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

We have made our first e-mail connection with a unit on post and are looking to expand the school and home partnership significantly during the next year. Parents participated in staff development opportunities. Implementation of quarterly parent and teacher conferences resulted in a 67% turnout.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

We have the capability to communicate throughout the school using computer technology. All teachers have a networked desk top computer linking them throughout the school, to the community, to DoDEA, and with the Internet, to the world. Use of technology to communicate (newsletters), keep records (InteGrade) and manage resources (substitute days) has increased dramatically.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	71%	22%	8%
Math	69%	15%	17%
Science	70%	22%	7%
Social Studies	72%	24%	4%
School Communications	59%	34%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

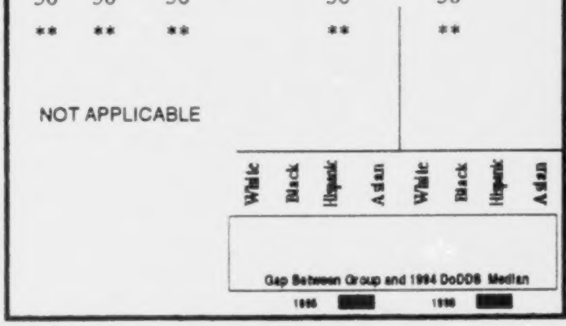
Further instruction in technology is being made available for teachers through summer technology workshops. The entire school is connected via fiber optics due to the joint efforts of teachers and students. Internet is now a reality in the labs and is soon to be expanded to other areas of the school.

CTBS Test Results

Grade 3

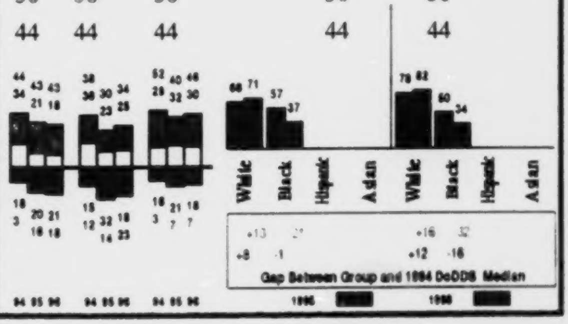
1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67	63.9	62.4	56	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter



Grade 7

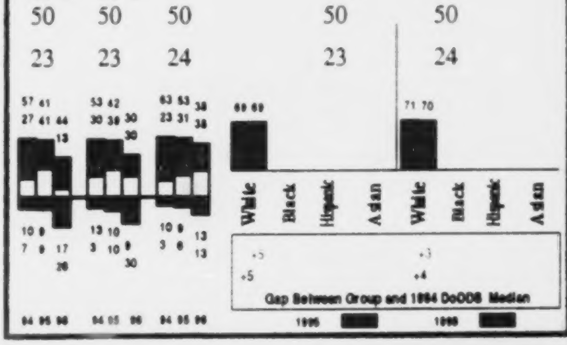
1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	65	62	73	48.5	59.5
District	70.7	62.9	71.3	52.2	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	44	44	44	44	44



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	65	63	67	62	69.3
District	61.7	59.2	66.8	61	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	23	23	24	23	24

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	100%	71%	66%	42%
	1995	53%	73%	64%	41%
Math Avg Score	1994	484	458	472	479
	1995	492	488	480	482
Verbal Avg Score	1994	444	441	430	423
	1995	474	440	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vicenza HS
UNIT 31401, BOX 11
APO AE 09630-0005

DSN Phone:
634-7072/7656

Commercial Phone:
444-51-7656/7072

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	46	800.7	39%	35%	17%	9%	0%
8	95	50	835.3	60%	24%	16%	0%	0%
8	96	40	784.8	40%	33%	18%	8%	3%
10	94	47	793.3	26%	36%	28%	11%	0%
10	95							
10	96	48	806.7	21%	63%	17%	0%	0%

SECTION G

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

KAISERSLAUTERN DISTRICT
1995-1996

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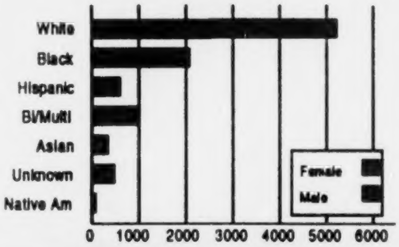
Department of Defense Education Activity
Kaiserslautern 1995/96 District Profile

Terrence Kacik, Superintendent

District Characteristics

Student Enrollment - 9,686



Special Programs			
Grade Offered	Program		
PK-12	Special Education	1125	11%
K-8	TAG	2546	32%
K-12	ESL	261	2%
1	Reading Recovery	103	9%
7-12	AVID	123	
Students Taking AP Courses		534	70%

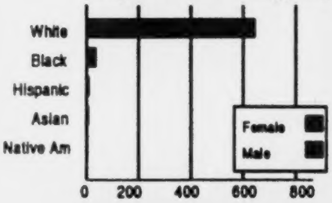
Grade	#
PreK	106
K	1036
1	1058
2	948
3	949
4	866
5	841
6	758
7	695
8	645
9	571
10	455
11	425
12	333
Total	9686

Mobility Rate
34% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	45%
Navy	<.5%
Air Force	47%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	6
1-3	18
4-6	38
7-10	86
> 10	412

Professional Staffing



School Staff	
Category	FTE
Administrators	34
Classroom Teachers	477
Special Education	74
Other Professionals	122

Teacher Education	
Degree	Teachers
BA/BS	27%
MA/MS	72%
Doctorate	2%

Superintendent's Highlights

The nineteen schools in the Kaiserslautern District have worked diligently to implement their school improvement plans. The DSO Staff has been credited by the SILTs and district administrators for its support in designing viable SIPs and supporting their implementation. Particular acknowledgment was given to District support of the SILTs, Math Standards implementation and Strategic Plan implementation.

Significant progress has been made in the installation of LANs in 15 Media Centers throughout the District. Technology is supported in the schools and community by the educational and administrative computing specialists who emphasize the integration of technology and software resources into the academic learning program.

School Wide Enrichment, Sure Start, Reading Recovery, Inclusion, and the Preschool Developmental programs are among the District's programs which ensure success for ALL students.

The organization of the District Office models teamwork and resource sharing. Staffers collaborate and co-present at faculty and administrative professional development workshops as well as presentations for parents.

DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

The focus has been on assisting schools to integrate writing across curriculun areas. Language Arts/Reading standards and grade level expectancies have been distributed. All 5th, 8th, and 10th grade language arts teachers receivec training for the worldwide writing assessment. All schools received training and support with the new Social Studies materials.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Gi

The focus has been the implementation of the new math programs. At the beginning of the year every teacher was inserviced and parent meetings were held. Continual support was provided to educators by DSO Liaisons through demonstration lessons, co-teaching activities, inservices, graduate level courses, and technology integration. Parent activities also continued.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Three parents and one student are active members of the District Improvemei Planning Team. The District Office and all 18 schools in the district have applied for membership in the National Network of Partnership 2000 Schools. Schools attended inservice training each semester and all have begun to collect baseline data on each of the five tiers of parental participation/involvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencie

The District Improvement Planning Team was formed early in the year and met regularly in order to write the DIP. The Superintendent meets monthly with local community commanders and quarterly with other complex commanders to brief them on the Community Strategic Plan. A staff member has been designated to interface with the media on district events.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**70%**	**22%**	**6%**
Math	**67%**	**22%**	**7%**
Science	**55%**	**26%**	**8%**
Social Studies	**57%**	**26%**	**6%**
School Communications	**68%**	**24%**	**8%**

Benchmark 10.8: Establish Technology for teachers and administrators

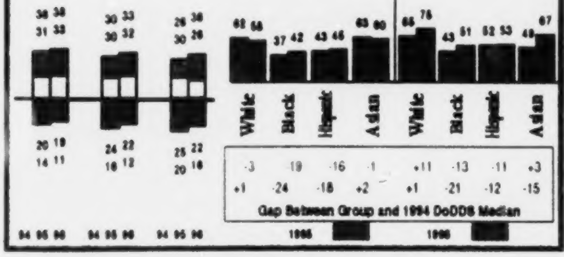
The DoDEA Technology Plan was explained to teachers, administrators and parents during formal and informal meetings throughout the school year. Four elementary schools received new computer labs and three new media centers were installed at district schools to increase the availability of technology for students and teachers.

CTBS Test Results

Grade 3

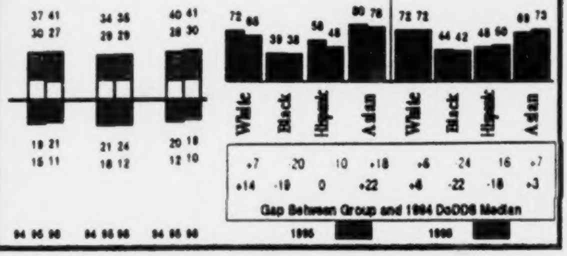
1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	822	826	831	829	829

Percent of Students in Each Quarter



Grade 7

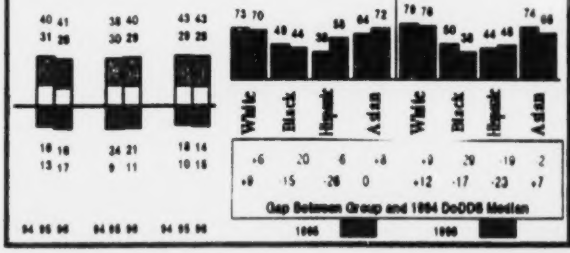
1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	618	618	617	612	617



Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	367	361	366	355	365

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	1994	56%	66%	42%
	1995	64%	64%	41%
Math Avg Score	1994	479	472	479
	1995	465	480	482
Verbal Avg Score	1994	429	430	423
	1995	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Kaiserslautern District
Attn: Terrence Kacik
Unit 3405
APO AE 09094

DSN Phone:
489-6339

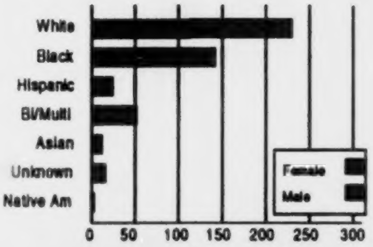
Commercial Phone:
49-631-351370

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	803	733.7	15.3%	57.2%	15.4%	11.2	0.9%
5	96	748	741.8	31.8%	52.4%	12.7%	2.3%	0.8%
8	94							
8	95	615	764.2	42.9%	16.1%	28.1%	9.1%	3.8%
8	96	544	786.7	25.6%	41.4%	27.6%	5.1%	0.4%
10	94							
10	95	481	799.1	28.0%	35.7%	25.9%	9.6%	0.8%
10	96	424	807.1	31.1%	42.0%	22.4%	4.5%	0.0%

Department of Defense Education Activity
Bad Kreuznach Elementary School (PK-6)
1995/96 School Profile
Katherine L. Peters, Principal

School Characteristics

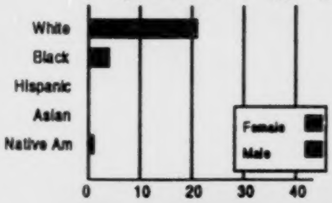
Student Enrollment - 477



Grade	[illegible]
PreK	10
K	72
1	76
2	76
3	74
4	63
5	54
6	52
Total	477

Sponsor's Affiliation	
Marine	<.5%
Army	88%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	[illegible]	[illegible]	[illegible]
PK-12	Special Education	81	17%
K-8	TAG	91	19%
K-12	ESL	25	5%
1	Reading Recovery	12	16%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
24% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	6
> 10	23

School Staff

Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	4
Other Professionals	8.5

Teacher Education

Degree	Teachers
BA/BS	42%
MA/MS	58%
Doctorate	0%

Principal's Highlights

The faculty and staff have worked as a group on the strategic plan. We have expanded opportunities at all levels for our children. Through our support groups, we have worked on School/Home partnership.

We have seen a greater usage of computers and technology by both teachers and children. The guidance counselor has worked with "at risk" children which has delivered a fair, equitable teaching model. The SAC committee, PTSA and staff have examined ways in which our computer lab could be upgraded for all students. We have also examined ways of getting additional help.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies...

Expand opportunities for children at the K-1 level reading. Teachers attended literacy training throughout the year and asked for consideration to be certified as Reading Recovery teachers. The school asked for additional staffing for Reading Recovery. CIRC usage being extended with one additional staff member being selected for training in the states.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Guidance counselor helping teachers examine results of CTBS test to see what problems the children have overall. Cooperative learning taking place in most classrooms. Volunteers working with "at risk" children. Teachers have successfully attempted to deliver a fair, equitable teaching model for all students. Teachers have established high goals for all students.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Parent center being established which would be part of the school environment. The three support groups being expanded with monthly meetings to assist parent/teachers with curriculum areas. Examining ways to have an informal orientation prior to school starting for new parents. Work night for parents so that materials can be generated cooperatively.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Examining methods to better communicate the successes of our children. Letters home to parents about the good things that individual, children have accomplished. Newsletters and communication in the parents native language. Expand support groups.

Report Card from DoDDS Parents

Overall Quality	A/B	C	D/F
Language Arts	70%	23%	6%
Math	67%	24%	7%
Science	51%	32%	8%
Social Studies	53%	35%	1%
School Communications	57%	30%	12%

Benchmark 10.8: Establish Technology for teachers and administrators

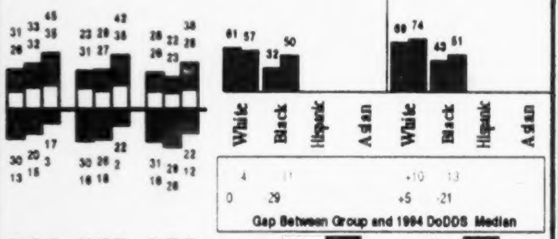
Staff drew straws to see who should be selected for Internet classes. School buying modem so that Internet would be available for staff and children. Teachers involved in in-service training opportunities this summer. Expanded use of computers by children. Library has attempted to consolidate computer technology. Possible .5 computer coordinator for the school.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	73	67.5	59.5	60.7	72.3
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	60	60	60	60	60

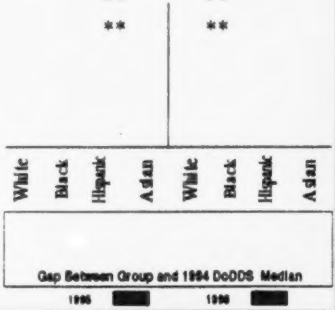
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

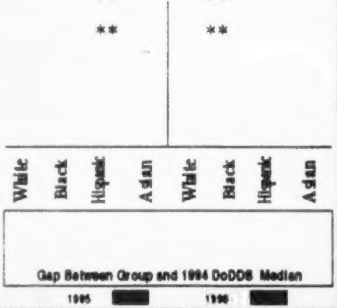


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

		School	District	DoDDS	Nation
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	480	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Kreuznach ES
UNIT 24324
APO AE 09252

DSN Phone:
490-7110/6133

Commercial Phone:
671-73000

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	55	739.7	15%	42%	38%	6%	0%
5	95	48	722.5	10%	52%	25%	13%	0%
5	96	41	754.6	27%	63%	7%	2%	0%

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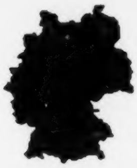
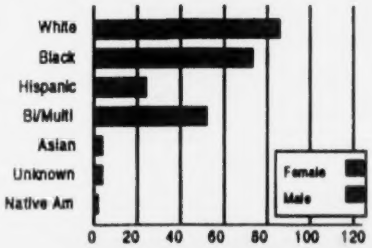


Department of Defense Education Activity
Bad Kreuznach High School (7-12)
1995/96 School Profile

Charles Helmstetler, Principal

School Characteristics

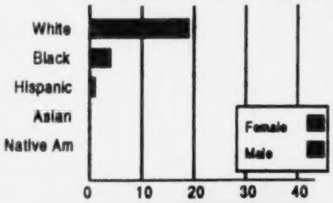
Student Enrollment - 245



Grade	#
7	56
8	49
9	45
10	34
11	40
12	21
Total	245

Sponsor's Affiliation	
Marine	<.5%
Army	82%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	1
Other Professionals	3

Special Programs

Grade Offered			
PK-12	Special Education	14	6%
K-8	TAG	0	0%
K-12	ESL	4	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	6	
AP Courses Offered		2	
Students Taking AP Courses		17	27%

Mobility Rate
34% Per Year

Teacher Experience

Year	Teachers
New	0
1-3	1
4-6	0
7-10	2
> 10	18

Teacher Education

Degree	Teachers
BA/BS	30%
MA/MS	60%
Doctorate	10%

Principal's Highlights

After receiving Outcomes Accreditation for SY 94-95, Bad Kreuznach High School was in the perfect position to start development on a new School Improvement Plan. DoDEA provided benchmarks plus Goals 2000 combined to make a plan that could be applicable for all schools. At BKHS, 3.1, 8.1 and 4.2 closing the gap have been our major focus. Not only did we look at our scores for last year, we compared and analyzed returning students SY 94-95 and SY 95-96 in order to compare actual results.

Developing strategies that can be modified and used several years because the school improvement major emphasis will not change is very positive. It is much easier to get a buy-in from teachers, parents, and students when they know the plan will be with them for a while. We have had great in-service workshops provided by the District SIP Coordinator, to assist with the formulation of our plan and to provide the vision of how the DoDEA Strategic Plan was developed. This year with a heavily deployed military community, parental involvement has been a major challenge. The elected parent members of the School Advisory Board were deployed. It is a tribute to our parents and community that others came forth to fill the vacancies. What a highlight!

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The language arts department stressed writing for SY 95/96. They worked weekly on prompts in preparation for the DoDDS Writing Assessment. Separate class writing assignments have included Letters to Bosnia, "Children Make a Wish" get well cards, and First Lady Clinton's "Global Village" essay. Young Author's participation increased from 65 to 110.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The math department met to determine students' areas of weakness and designed specific strategies to work on these areas for the SY. The department held a math night with the aid of DSO representatives to inform parents of the new math courses installed by DoDDS.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Priorities for the School-Home Partnership have included participation with the local SAC and PTSA. A math night was held with parents in January 96. The counselor has held meetings with Senior parents for college financial aid, SAT preparation, choosing a college, and college admissions.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All teachers communicate electronically on the LAN. All monthly parent newsletter materials were placed on a disc for formatting into proofs. The newsletter informs parents of current and upcoming events. Parents are invited and encouraged to attend school activities as well as visit the school itself. All grades were delivered via Intergrade throughout the year.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	65%	28%	6%
Math	60%	27%	13%
Science	58%	33%	5%
Social Studies	60%	32%	7%
School Communications	73%	23%	3%

Benchmark 10.8: Establish Technology for teachers and administrators

The school has established computers in all classrooms allowing for LAN availability between teachers, other schools, students, and the Internet. The daily bulletin appears on the LAN. Grades are processed through Intergrade. Future plans include expanding Internet access through the World Wide Web.

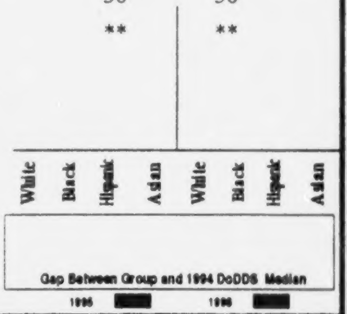
CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	**	**	**	**	**
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

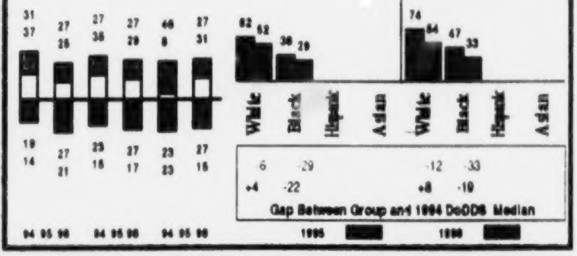
NOT APPLICABLE



Grade 7

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	53	56.5	60.3	40	51
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	48	48	48	48	48

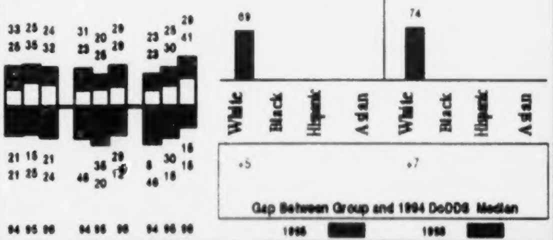
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	56.5	55.3	59	48	53
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	34	34	34	34	34

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	0%	56%	66%	42%
	1995	28%	64%	64%	41%
Math Avg Score	1994		479	472	479
	1995	448	465	480	482
Verbal Avg Score	1994		429	430	423
	1995	473	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Kreuznach HS
UNIT 24324
APO AE 09252

DSN Phone:
490-5754/5883

Commercial Phone:
671-72037/8

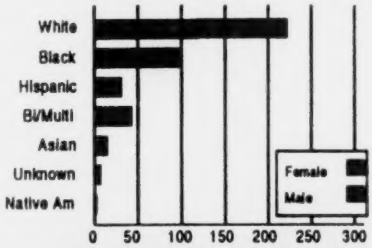
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
8	94	49	711.2	12%	43%	18%	20%	6%
8	95	44	750.7	36%	14%	30%	18%	2%
8	96	36	789.5	25%	39%	33%	3%	0%
10	94	29	775	35%	24%	28%	10%	3%
10	95	34	720.3	12%	24%	41%	18%	0%
10	96	27	802.5	26%	48%	22%	4%	0%

Department of Defense Education Activity
Baumholder High School (7-12)
1995/96 School Profile
Thomas F. Dignan, Principal

School Characteristics

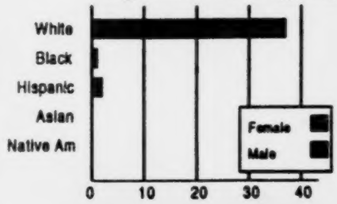
Student Enrollment - 421



Grade	#
7	85
8	98
9	63
10	57
11	76
12	42
Total	421

Sponsor's Affiliation	
Marine	<.5%
Army	87%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	30	7%
K-8	TAG	0	0%
K-12	ESL	8	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	17	
AP Courses Offered		5	
Students Taking AP Courses		40	33%

Mobility Rate
31% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	1
7-10	3
> 10	31

School Staff

Category	FTE
Administrators	2
Classroom Teachers	31.5
Special Education	2
Other Professionals	3.5

Teacher Education

Degree	Teachers
BA/BS	36%
MA/MS	62%
Doctorate	3%

Principal's Highlights

Under the new program, BAHS was able to continue with the effective strategies developed under Outcomes Accreditation. In addition, we made progress in several areas.

Some of our ongoing strategies were writing and oral presentations across the curriculum, daily editing in language arts classes; and cooperative group learning in all classes.

Some of the new strategies we inititiated were the "interactive" mathematics program; efforts to increase enrollments in upper-level math and science courses; the student agenda; student and faculty access to cc:Mail and the Internet in the Media Center; encouraging students to use technology to complete assignments; and PEP, a student-peer counseling program.

As we look ahead at BAHS we envision implementation of block scheduling; continued use of the student agenda; creating and maintaining a Parent Room; and creating a system to monitor volunteer hours.

Some of the good news--a high degree of parent support (82%) for agenda program, and a higher level of parent involvement (83%) in the writing process.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing across the curriculum has been a focus for many years. A teacher survey indicated that 100% of teachers give writing assignments, 85% model the writing process and 91% assess student writing for clarity. 76% require students to give oral presentations. A student survey indicated that 80% of students used a computer to complete assignments.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

In a survey (5/96), math students reported the following activities occur regularly in their math classes: 85% working in groups, 98% working with calculators, and 66% working with manipulatives (80% at the Middle School level). 97% reported their teachers do the following regularly: expect reasons to be given for answers and encourage students to use investigative techniques.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

In a survey (4/96), parents reported coming to the school at least once for the following: 75% for parent/teacher conferences, 75% for parent meetings, 70% for Open House, 66% for student performances, 65% for sporting events, 25% to volunteer and 25% to attend a PTSO meeting. A plan is in the works for a Parent Room and tracking volunteer hours for SY 96/97.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The S.I.L.T. included 2 parents, 1 student, 6 teachers and the principal. The team met at least once a month. The team communicated with parents through the monthly school newsletter. Information flowed between the team and the faculty at faculty meetings, sub-committee meetings and via printed materials such as newsletters and data updates.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	76%	20%	4%
Math	76%	17%	6%
Science	69%	27%	3%
Social Studies	73%	18%	5%
School Communications	72%	23%	5%

Benchmark 10.8: Establish Technology for teachers and administrators

This is an area that still needs support from DoDDS. While 100% compliance can be reported on maintaining data and using Integrade to report grades, a survey of school computer access indicates that the computers available for student use in most core courses are out-of-date. A real need exists to get up-to-date technology into the regular classroom.

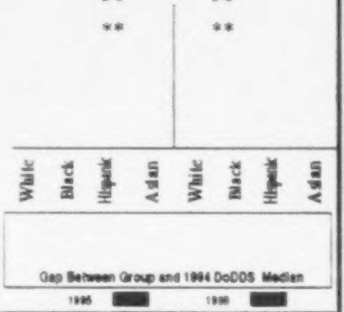
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

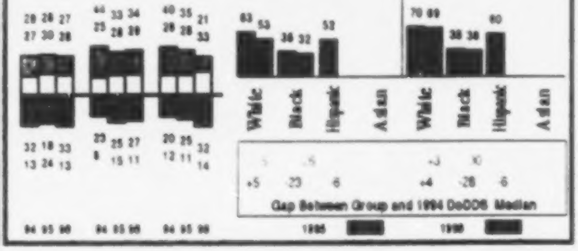
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	54.3	59	54	48	52.5
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	83	83	81	81	81

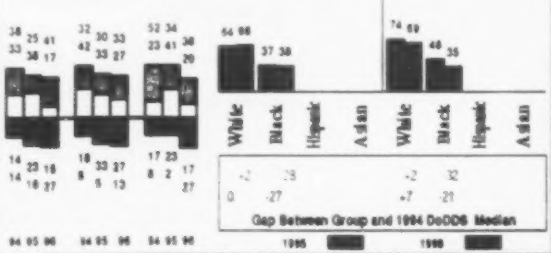
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.5	59	61	57	59
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	66	67	66	66	66

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	73%	56%	66%	42%
	1995	71%	64%	64%	41%
Math Avg Score	1994	453	479	472	479
	1995	445	465	480	482
Verbal Avg Score	1994	408	429	430	423
	1995	436	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Baumholder HS
UNIT 23816
APO AE 09034

DSN Phone:
485-7590/7591

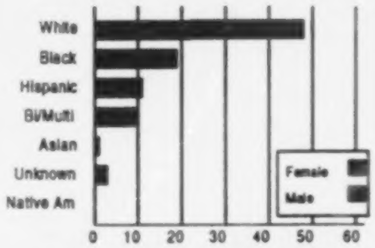
Commercial Phone:
6783-5725

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	105	803.6	31%	51%	11%	8%	0%
8	95	81	797.1	48%	17%	27%	6%	1%
8	96	93	787.6	24%	42%	28%	7%	0%
10	94	73	773.2	33%	25%	26%	14%	3%
10	95	90	790	17%	41%	32%	10%	0%
10	96	52	818.2	42%	35%	17%	6%	0%

Department of Defense Education Activity
Dexheim Elementary School (K-5)
1995/96 School Profile
Gary Waltner, Principal

School Characteristics

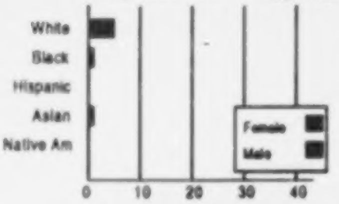
Student Enrollment - 92



Grade	#
K	17
1	25
2	13
3	12
4	17
5	8
Total	92

Sponsor's Affiliation	
Marine	<.5%
Army	90%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	3.5
Special Education	0.5
Other Professionals	1

Special Programs			
Grade Offered	Program		
PK-12	Special Education	13	14%
K-8	TAG	70	76%
K-12	ESL	1	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	
1-3	1
4-6	1
7-10	0
> 10	2

Mobility Rate
53% Per Year

Teacher Education	
Degree	Teachers
BA/BS	29%
MA/MS	71%
Doctorate	0%

Principal's Highlights

The staff and faculty have worked as a group in the implementation of the strategic plan. The staff, faculty, and community have supported the many programs that were initiated this school year to realize the goals as set forth in the strategic plan. The benchmarks have focused on increasing student achievement and proficiency in all academic areas. This includes parent participation and awareness of the school's objectives.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

100% of the teachers have received cross-curricular writing with computers training. 70% of the teachers do DOL daily, after school writing is offered with emphasis on Young Authors, computer class emphasizing reading and Lang. Arts. Individual teachers have emphasized integration of curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

A review of CTBS scores comparing 1995 to 1996 revealed an increase in scores in math and science achievement.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Increased parent involvement in: PTSA, Parent Volunteer, Parent Office/Room (Set up), Parent Hobby Day, Read-A-Thon (schoolwide), Field Day, Open House, Math Night, FAST, Parent Tutors.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parent Bi-weekly Newsletter, all school forms, student newsletter, faculty bulletin/staff meeting, personnel announcements, teacher/substitute communication, parent-teacher communication.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	71%	17%	0%
Math	73%	13%	6%
Science	49%	34%	2%
Social Studies	52%	30%	0%
School Communications	74%	19%	7%

Benchmark 10.8: Establish Technology for teachers and administrators
School wide in-service in cross curriculum writing; teachers have been encouraged to participate in services offered at the DSO and they have.

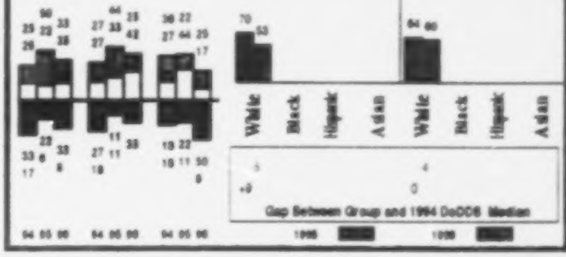
CTBS Test Results

Grade 3

1996 Median Percentiles

for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	56.5	62	41.5	53	57.5
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	12	12	12	12	12

Percent of Students in Each Quarter



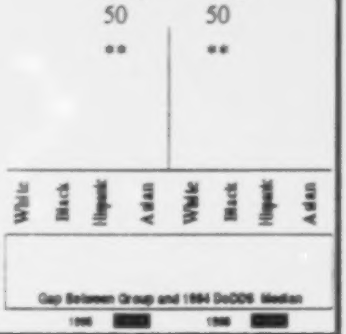
Grade 7

1996 Median Percentiles

for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



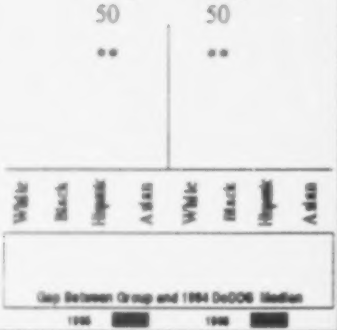
Grade 11

1996 Median Percentiles

for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		School	[illegible]	[illegible]	Nation
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	480	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	436	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Dexheim ES
UNIT 24027
APO AE 09110

DSN Phone:
334-5876

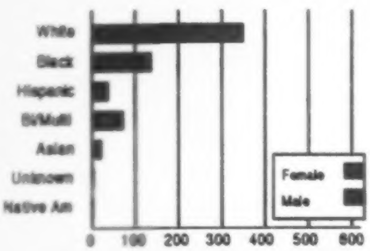
Commercial Phone:
6133-50331

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Department of Defense Education Activity
Kaiserslautern Elementary School (PK-5)
1995/96 School Profile
Les Hany, Principal

School Characteristics

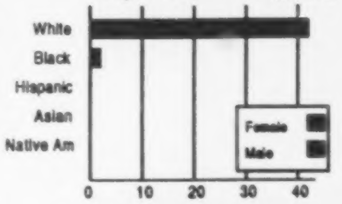
Student Enrollment - 584



Grade	
PreK	34
K	104
1	81
2	93
3	97
4	91
5	84
Total	584

Sponsor's Affiliation	
Marine	<.5%
Army	41%
Navy	<.5%
Air Force	48%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	10
Other Professionals	10.5

Special Programs			
PK-12	Special Education	141	24%
K-8	TAG	83	15%
K-12	ESL	17	3%
1	Reading Recovery	8	10%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
44% Per Year

Teacher Experience	
Year	Teacher
New	
1-3	0
4-6	2
7-10	5
> 10	37.5

Teacher Education	
Degree	Teacher
BA/BS	15%
MA/MS	82%
Doctorate	3%

Principal's Highlights

During school year 1995-96 we have implemented the newly adopted Social Studies Curriculum. Our technology committee has been pro-active in providing in-service training for our teachers after school. We are presently working on getting our second computer lab up and running. Parents have been trained to operate and assist students in the Apple computer lab.

Parent involvement has been superb, especially with our Science and Literacy Committees. Parents have designed and created a variety of science centers that support curricular areas.

The ARPA computer project continues to be enhanced by teachers and parents. It will improve the technology opportunities for our students.

The staff educates a diverse population of students, including developmental pre-school, learning disabled, ESL, TAG, and general education programs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship
Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.
We have been in-serviced on the new S.S. adoption, used parents as resources for multicultural activities, researched the library holdings supporting curriculum, identified titles from core literature for S.S., established a S.S. Committee for Staff Development, Implementation and Assessment. We need to be in-serviced on Social Studies processes.

Goal 4: Math And Science Achievement
Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.
We have rotating science centers for all grade levels that support the science curriculum. These were designed and created by PTA/Science Committee. Students participated in a school-wide Science Fair. In-service has been provided on learning modalities, test interpretation, and multiple intelligences. Star Lab was provided to all grade levels.

Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Parents are presently involved with the Science Committee and Literacy Committee and FAST. For SY 1996/97 we will be implementing four committees to support the Benchmarks. Benchmark committees will be Social Studies, Science, School/Home Partnership and Technology.

Goal 10: Organizational Development
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
We have encouraged cc:Mail/e-mail/Internet usage for staff. Newsletters and flyers have been enhanced by use of advanced technology. Teachers send newsletters regarding their curriculum and special events. Teachers are encouraged to tie in benchmarks with class and grade level activities.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**70%**	**16%**	**5%**
Math	**66%**	**17%**	**7%**
Science	**51%**	**26%**	**7%**
Social Studies	**53%**	**25%**	**4%**
School Communications	**64%**	**25%**	**10%**

Benchmark 10.8: Establish Technology for teachers and administrators

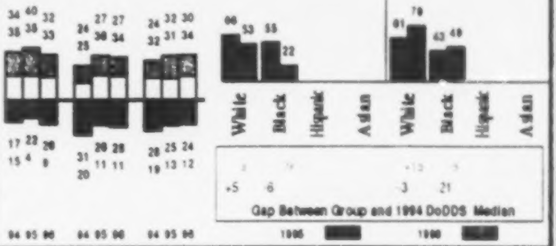
We have provided in-services on math technology and computer usage; surveyed and purchased materials and equipment to support S.S. and math. A second computer lab is nearly ready for use. Science instruments and technology and equipment have been organized and inventoried for efficient checkout.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62.5	60.3	65.7	37.5	59
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	88	93	93	92	93

Percent of Students in Each Quarter

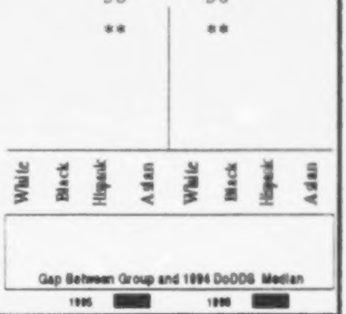


Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

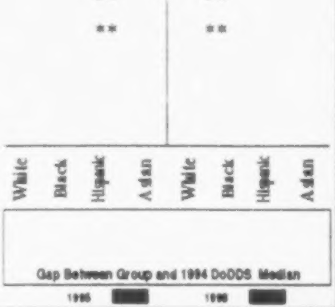


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
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Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kaiserslautern ES
86 SPTG/CCSE-K
UNIT 3240, BOX 425
APO AE 09094

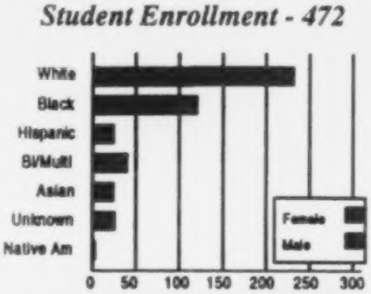
DSN Phone:
489-7455/7048

Commercial Phone:
631-50611

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	109	723.1	13%	36%	39%	13%	0%
5	95	88	715.3	14%	59%	15%	8%	2%
5	96	70	742.3	31%	50%	16%	3%	0%

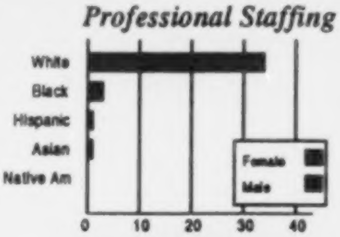
Department of Defense Education Activity
Kaiserslautern Middle School (6-8)
1995/96 School Profile
Joel Zuckerman, Principal

School Characteristics


Student Enrollment - 472

Grade	[illegible]
6	156
7	182
8	134
Total	472

Sponsor's Affiliation	
Marine	<5%
Army	50%
Navy	<5%
Air Force	38%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	11%
Non-US Civilians	<5%


Professional Staffing

Special Programs

[illegible]			
PK-12	Special Education	57	12%
K-8	TAG	43	9%
K-12	ESL	8	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Mobility Rate
33% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	25
Special Education	4.5
Other Professionals	4

Teacher Education

Degree	Teachers
BA/BS	21%
MA/MS	76%
Doctorate	3%

Principal's Highlights

The School Improvement Plan was established by the KAMS staff following the directives of DODEA. The major areas of focus selected by the staff are reading and math, which are in addition to the other areas chosen by DODEA. At the end of this first year we have experienced some major success by increasing the school participation in the Sustained Silent Reading Program. We see an increasing number of students using the Media Center; we have successfully completed the first year of the new math programs; MathLand (6th grade level) and Interactive Math (7th &8th grade levels). Some of the programs and projects supporting the Strategic Plan that are unique to our school are the 6th grade Renaissance Fair, the Creative Arts Festival, the Reading Marathon, and Merry Mentors.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

We have implemented various ongoing reading strategies that include increased SSR, home reading program w/parental involvement, Reading Marathon, and Creative Arts Festival. Reading scores continue to be above the national average.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Implementation of the math programs is in progress. Additional in-services are planned for next school year. Our school has been selected to participate in the ARPA computer based algebra tutorial.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Communication takes place via newsletter, parent involvement in classroom/homework, parent involvement in FAST, SIP, SAC and parent involvement in school activities and performances.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

There is a monthly newsletter, AFN/KA publicity, team and classroom letters, invitations to student performances and awards assemblies.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**53%**	**36%**	**12%**
Math	**47%**	**27%**	**26%**
Science	**59%**	**28%**	**13%**
Social Studies	**55%**	**29%**	**14%**
School Communications	**58%**	**27%**	**16%**

Benchmark 10.8: Establish Technology for teachers and administrators

KAMS has yet to be networked with the LAN. It is scheduled to be installed schoolwide during the coming summer. KAMS was selected to participate as a pilot school in an ARPA computer research project.

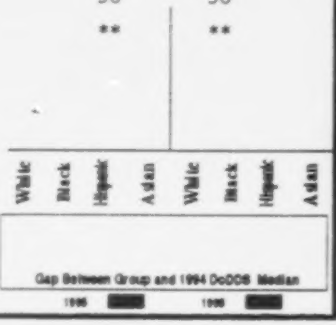
CTBS Test Results

Grade 3

1996 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	**	**	**	**	**
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

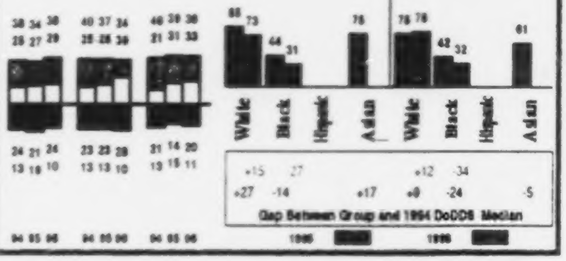
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	64.4	59	66.6	62.8	63.8
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	144	143	143	142	144

Percent of Students in Each Quarter

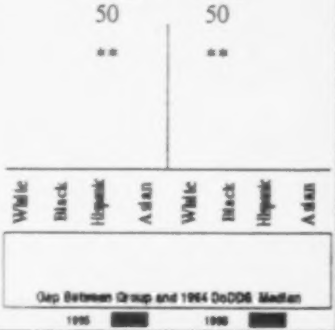


Grade 11

1996 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	460	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kaiserslautern MS
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DSN Phone:
489-7430

Commercial Phone:
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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	130	684.7	12%	32%	25%	24%	2%
8	95	119	767	38%	19%	27%	15%	1%
8	96	105	785.7	20%	49%	26%	6%	0%

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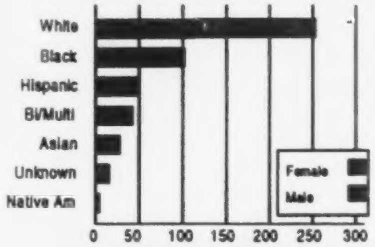
Department of Defense Education Activity
Kaiserslautern High School (9-12)
1995/96 School Profile
Martha H. Brown, Principal

School Characteristics

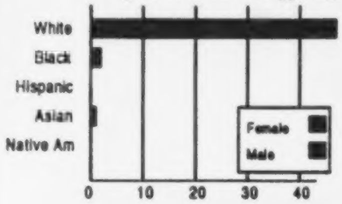
Student Enrollment - 495



Grade	#
9	169
10	128
11	114
12	84
Total	495

Sponsor's Affiliation	
Marine	<.5%
Army	41%
Navy	<.5%
Air Force	39%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	40.5
Special Education	3
Other Professionals	4

Special Programs

Grade Offered	Program		
PK-12	Special Education	52	11%
K-8	TAG	N/A	N/A
K-12	ESL	7	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	40	
AP Courses Offered		8	
Students Taking AP Courses		168	84%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	1
7-10	9
> 10	40

Mobility Rate
26% Per Year

Teacher Education

Degree	Teachers
BA/BS	14%
MA/MS	82%
Doctorate	4%

Principal's Highlights

KAHS has made strides in the significant involvement of parents in our programs. Working beside faculty and students they have participated in decision-making and have been partners in learning. The Parent Center, a parent-generated idea, will soon open. Lines of communication have been expanded through writing and math newsletters focusing on tips for parents. Evening programs focusing on specific groups (e.g., Financial Aid Information) have seen increased parental participation.

Role models speaking on careers and focusing on the need for math skills have enriched the program for all students. Teachers' awareness of methods and strategies to incorporate math across the curriculum continue to increase as instructors in non-math classrooms explore this arena and develop meaningful instructional experiences for students.

Writing strategies are now routine across the curriculum, providing instruction and opportunity for all students and resulting in more and better writing products. The CAETI program opens exciting avenues for incorporating technology in all curricular areas.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Implementation progress is continuing in language arts with emphasis on involving parents and incorporating technology. Teachers regularly assign writing in the content areas, using a variety of modes; parents are provided guidelines and encouraged to participate in the process. Students receive feedback and samples of student writing are displayed around the school.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Implementation of math across the curriculum has begun and will receive continued emphasis. "Math Matters" newsletter, mailed to parents quarterly, highlights importance of math achievement and invites parental involvement in student learning. "Learning for Life" speakers have highlighted the need for math skills in a variety of career fields.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Initial steps have been taken to establish a Parent Center in the school. The PTO has been revitalized and the successful FAST program continues to present opportunities for parental involvement. "Math Matters" and "Hot Tips for Writing" (mailed to parents quarterly) invite parent involvement in support of Benchmarks 3.1 and 4.2.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

"Good News Notes," provide a vehicle for all teachers to celebrate individual student successes on a regular and ad hoc basis. New this year, quarterly math and writing newsletters invite parent participation in student learning and communicate information to enable their involvement. Telephonic bulletin board keeps parents and students up-to-date on school activities.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	67%	27%	5%
Math	61%	24%	14%
Science	55%	33%	10%
Social Studies	62%	31%	7%
School Communications	66%	22%	11%

Benchmark 10.8: Establish Technology for teachers and administrators

"Learning Logic" software continues to support student success in algebra. Teachers encourage student use of word processors in writing efforts across the curriculum. A "class-sized" computer lab facilitates use of technology in all curricular areas. CAETI Project pilot efforts will continue to bring state-of-the-art technology to teachers and students in diverse fields.

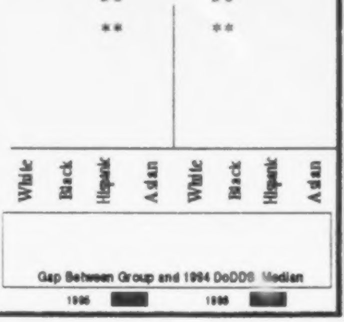
CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	**	**	**	**	**
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

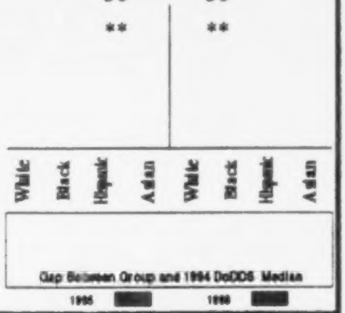


Grade 7

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

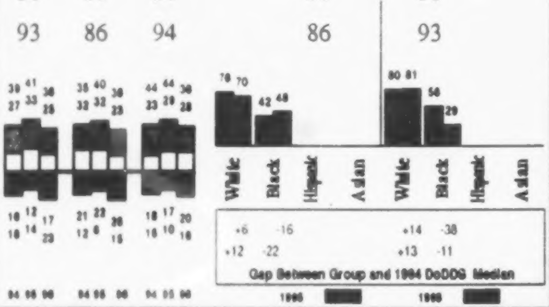
NOT APPLICABLE



Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	60.6	58.3	59.8	56	58
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	93	86	94	86	93

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	70%	56%	66%	42%
	1995	84%	64%	64%	41%
Math Avg Score	1994	460	479	472	479
	1995	471	465	480	482
Verbal Avg Score	1994	408	429	430	423
	1995	416	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kaiserslautern HS
86 SPTG/CCSH-K
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APO AE 09094

DSN Phone:
489-7541/7300

Commercial Phone:
631-54354

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	94	157	796.1	34%	29%	29%	6%	1%
10	95	138	767.9	15%	30%	35%	19%	1%
10	96	122	769.3	13%	38%	42%	7%	0%

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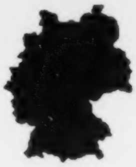
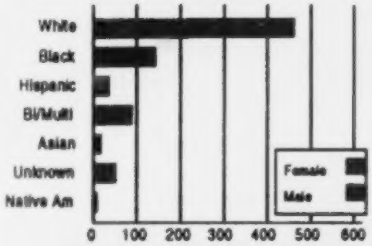


Department of Defense Education Activity
Landstuhl Elementary/Middle School (PK-8)
1995/96 School Profile
Jennifer L. Rowland, Principal

School Characteristics

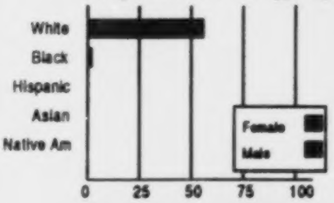
Student Enrollment - 817



Grade	#
PreK	14
K	79
1	117
2	89
3	87
4	100
5	100
6	92
7	68
8	71
Total	817

Sponsor's Affiliation	
Marine	<5%
Army	49%
Navy	<5%
Air Force	44%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	6%
Non-US Civilians	<5%

Professional Staffing



Special Programs

Grade Offered			
PK-12	Special Education	107	13%
K-8	TAG	795	99%
K-12	ESL	33	4%
1	Reading Recovery	12	10%
7-12	AVID	12	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
29% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	5
7-10	11
> 10	33.5

School Staff

Category	FTE
Administrators	2
Classroom Teachers	33.5
Special Education	6
Other Professionals	12

Teacher Education

Degree	Teachers
BA/BS	33%
MA/MS	64%
Doctorate	3%

Principal's Highlights

We have moved toward successful implementation of the strategic plan benchmarks. MathLand has been implemented and had a positive response, as has the new social studies curriculum. We have expanded CIRC, Reading Recovery, and Language Immersion. Our computer lab has been updated with state-of-the-art Pentium equipment.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

CIRC has increased reading comprehension and oral reading skills. Reading Recovery has improved scores/skills for children involved in the program. The 6th grade has instituted a reading enrichment program. SSR, Book-It, Battle of the Books, and other incentive programs have increased the children's desire to read.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Overall math scores were up on the CTBS. Computation was a little weak, but concepts went up significantly. Teachers and students displayed a positive attitude toward the implementation of the new program.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parental involvement has increased in the areas of reading and math. Parents are now on the SIP Committee and are expressing interest and willingness to participate in the School Improvement Process.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

A weekly newsletter is provided to all parents. A unit partnership has been developed with the military. Parent liaisons are utilized on the SIP, SAC, and PTSA committees to enhance communication. A parent center group has been established to organize the parent center.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**69%**	**21%**	**6%**
Math	**67%**	**23%**	**7%**
Science	**54%**	**26%**	**6%**
Social Studies	**54%**	**26%**	**4%**
School Communications	**75%**	**20%**	**5%**

Benchmark 10.8: Establish Technology for teachers and administrators

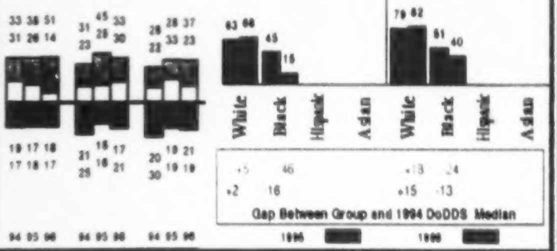
There are two computer labs in the school. CC:Mail for teachers has been established in the school . Computer technology in the Media Center has helped in reading and research. Worldwide communications have made possible international teacher and student sharing of ideas. (MathLand and International Poetry Guild).

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	76.3	58.7	62	58	66
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	78	78	78	78	78

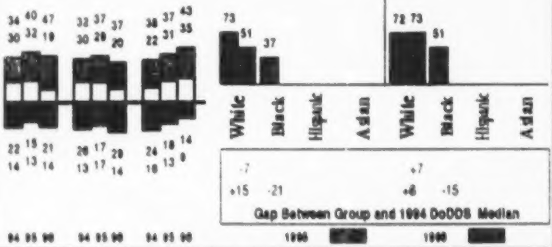
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71.3	62	69.5	47	65.3
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	58	59	58	58	58

Percent of Students in Each Quarter

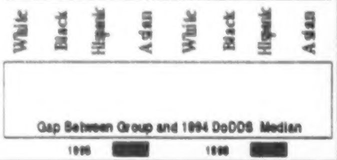


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
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	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	480	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Landstuhl ES/MS
CMR 402
APO AE 09180

DSN Phone:
486-7164/8108

Commercial Phone:
6371-15363

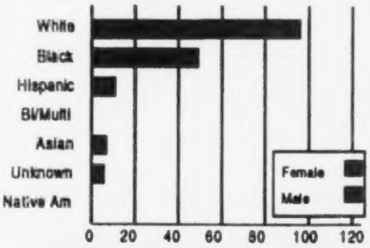
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	94	727.6	21%	37%	29%	11%	2%
5	95	92	747.4	16%	61%	13%	10%	0%
5	96	82	732.6	40%	43%	12%	1%	1%
8	94	80	792.6	45%	41%	9%	1%	4%
8	95	82	635	28%	12%	34%	7%	4%
8	96	52	799.1	27%	52%	17%	4%	0%

Department of Defense Education Activity
Neubruecke Elementary School (K-6)
1995/96 School Profile
Margaret Hoffman-Otto, Principal

School Characteristics

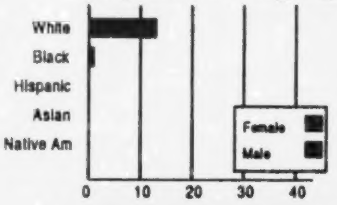
Student Enrollment - 169



Grade	#
K	27
1	30
2	25
3	30
4	24
5	22
6	11
Total	169

Sponsor's Affiliation	
Marine	<.5%
Army	83%
Navy	<.5%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	16	9%
K-8	TAG	29	17%
K-12	ESL	5	3%
1	Reading Recovery	9	30%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
43% Per Year

Teacher Experience	
Years	Teachers
New	2
1-3	0
4-6	4
7-10	1
> 10	8

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	10.5
Special Education	1
Other Professionals	3

Teacher Education	
Degree	Teachers
BA/BS	30%
MA/MS	70%
Doctorate	0%

Principal's Highlights

The Strategic Plan and the School Improvement Process have been very beneficial for Neubruecke Elementary School. Our awareness as a school community to emphasize school-home connections, the technology component, as well as our choice to have reading and math as an emphasis provided our school with a community focus. We are pleased that we can continue with this focus for the benefit of our children and school and community.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship
Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.
66% of 1-6 gr. passed the Basal test at midterm (80% or above is criteria). 37% of 1-6th gr. participated in Accelerated Reader 1st quarter. We were up to 62% involvement by 3rd quarter. 49% of the students participated in the Pizza Hut Reading Incentive Program. On the '95 Parent Report Card, 71% rated NES with an A or B; 11% did not respond to that question.

Goal 4: Math And Science Achievement
Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp
K-6th gr. are using individualized math computer programs weekly to support the math program. 56% of the 4-6th gr. participated in Math Olympiads. On the '95 Parent Report Card, 66% rated NES with an A or B in math; 9% did not respond. Several Parents attended informational sessions about MathLand, the new math curriculum.

Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
On the '95 Parent Report Card, 86% of the parents felt that NES did encourage parents to participate. When asked if there were problems in increasing parental involvement 80% said no. Several parents attended info sessions. PTSO and SAC supported the school. PTSO attendance ranged from 25-100. There were 4,300 volunteer hours recorded this year, many more were not.

Goal 10: Organizational Development
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
There were four "Lunch and Learn" sessions held this year. PTSO meetings were attended by 25 to 100 adults. Teachers sent class newsletters at least once per quarter. School newsletters were sent two times a month or more as needed. The '95 Parent Report Card showed that 81% rated NES with an A or B on communication. 92% said that communication was not a problem.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**71%**	**14%**	**4%**
Math	**66%**	**18%**	**7%**
Science	**66%**	**18%**	**2%**
Social Studies	**62%**	**19%**	**2%**
School Communications	**81%**	**14%**	**4%**

Benchmark 10.8: Establish Technology for teachers and administrators

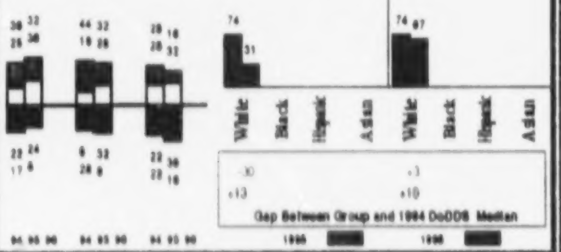
Most teachers have IBM computers in the classroom for record keeping as well as word processing. Dr. Otto received funds for an upgraded computer lab which will include CD ROM, laser printers and eventually, Internet. Each classroom will have a class computer connected to this LAN. Apple computers will be distributed to classes. We have access to Internet.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	48.3	56.5	49	31.3	62.5
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	24	24	24	24	24

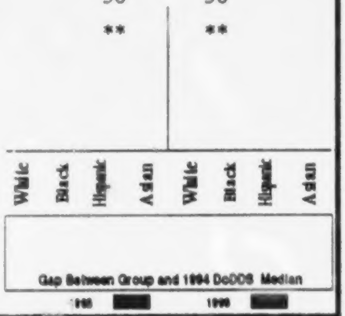
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

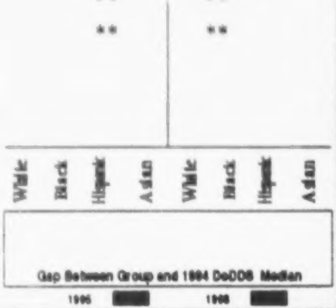


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	480	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Neubruecke ES
UNIT 23825
APO AE 09034

DSN Phone:
485-7720/8

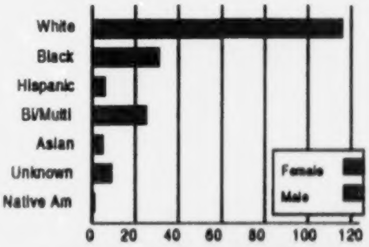
Commercial Phone:
6782-5484

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	25	753.1	24%	40%	28%	8%	0%
5	95	21	726.8	24%	33%	19%	24%	0%
5	96	18	748.7	28%	61%	11%	0%	0%

Department of Defense Education Activity
Pirmasens Elementary School (PK-6)
1995/96 School Profile
Richard Nielsen, Principal

School Characteristics

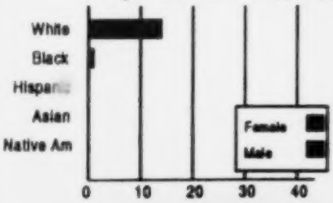
Student Enrollment - 191



Grade	#
PreK	2
K	31
1	43
2	22
3	25
4	22
5	25
6	21
Total	191

Sponsor's Affiliation	
Marine	<.5%
Army	62%
Navy	<.5%
Air Force	26%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	[illegible]		
PK-12	**Special Education**	13	7%
K-8	TAG	0	0%
K-12	ESL	18	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
43% Per Year

Teacher Experience	
Year	Teachers
New	
1-3	
4-6	
7-10	
> 10	9

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	8
Special Education	0.5
Other Professionals	4

Teacher Education	
Degree	Teacher
BA/BS	27%
MA/MS	73%
Doctorate	0%

Principal's Highlights

The School Improvement Plan was established by the SILT Committee consisting of teachers, parents and community members. The major areas of focus are parent involvement and technology.

At the end of the first year, the computer lab is now up and running after consolidating all of the computers, computer software and maintenance that was needed. Many classrooms have increased computer use this year. Parent participation has increased and the school has created an awareness of the "Parent Partnership Program."

The school has developed and planned several school wide enrichment activities and study trips which parents have participated in.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Committees were established and developed; social studies activities to include parents. Several school wide study trips and enrichment activities took place this year along with continued planning for the upcoming year (i.e., Cultural Fair.)

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The committee designed, planned and obtained funding to begin parent "MathLand " activity nights. Baseline data was collected in May.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The benchmark committee designed and began the first stages of implementation of parent contracts during Spring registration.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parent-partnerships were established and a school newsletter was distributed monthly.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	65%	23%	7%
Math	62%	20%	13%
Science	55%	23%	12%
Social Studies	61%	22%	8%
School Communications	63%	22%	14%

Benchmark 10.8: Establish Technology for teachers and administrators

Faculty and students have both been exposed to the technology of the Internet, cc:Mail and the CD ROM.

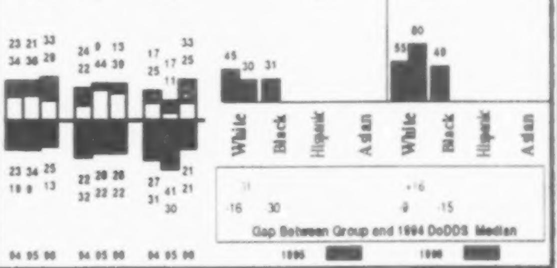
CTBS Test Results

Grade 3

1996 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	58.3	51	59	37	79.5
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	24	23	24	24	24

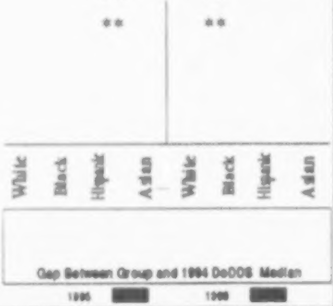
Percent of Students in Each Quarter



Grade 7

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE



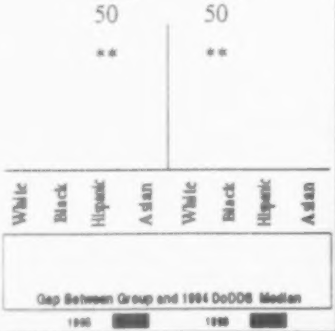
Grade 11

1996 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	480	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Pirmasens ES

CMR 434

APO AE 09138

DSN Phone:
495-7303/6440

Commercial Phone:
6331-12157

DoDEA Writing Assessment

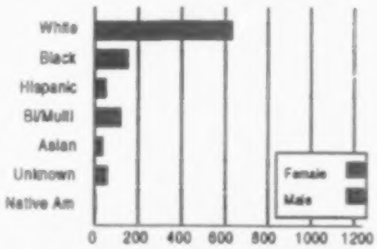
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	57	700.4	4%	37%	39%	21%	0%
5	95	31	687.3	3%	45%	19%	32%	0%
5	96	25	729.2	20%	60%	18%	4%	0%
8	94	42	771.7	19%	48%	12%	21%	0%
8	95	26	768.7	42%	23%	19%	12%	0%
8	96							

Department of Defense Education Activity
Ramstein Elementary School (K-3)
1995/96 School Profile

Lee Hunt, Principal

School Characteristics

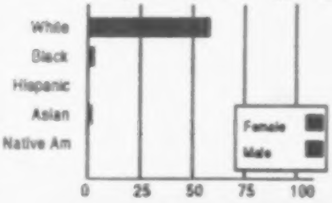
Student Enrollment - 1,055



Grade	#
K	256
1	276
2	252
3	271
Total	1055

Sponsor's Affiliation	
Marine	<5%
Army	8%
Navy	<5%
Air Force	85%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	7%
Non-US Civilians	<5%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	41
Special Education	6
Other Professionals	14

Special Programs			
Grade Offered	Program		
PK-12	Special Education	81	8%
K-8	TAG	205	19%
K-12	ESL	41	4%
1	Reading Recovery	40	14%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	8
7-10	10
> 10	42

Mobility Rate
33% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	28%
MA/MS	71%
Doctorate	1%

Principal's Highlights

Ramstein ES has been working assiduously on the Community Strategic Plan and School Improvement Plan since August of 1995. It all started with a whole staff in-service on the Community Strategic Plan on August 24, 1995, and a whole staff in-service on the School Improvement Process the next month. Our focus on these important areas has included students, staff, parents, and community members. In-services, workshops, meetings, and even a parent math hour have been held throughout the year to further the plans and complete all required tasks associated with this phase of the process. The school leadership team has met monthly and all suspense dates have been met. SIP chairpersons are dedicated individuals and the school knows well that by focusing on benchmarks, improved student achievement will occur as expected and pinpointed in goals. Our school's plan has been completed and is ready to go for SY 96-97!

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Reading achievement is a high priority at RES. This is reflected in our high reading scores, Macmillan tests, Reading Recovery, and CTBS. Many individual incentive programs exist to promote the love of reading. Through committee compacting we believe the whole language concept will be enhanced, i.e., promote the reading-writing connection.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The first year of MathLand has been instrumental in our effort to improve problem solving and thinking skills. Our CTBS data confirms this. Through in-services and grade level articulation, encouragement was provided to help teachers use MathLand as one tool to achieve success in implementing the new math standards. Baseline data will provide direction for future school years.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

RES volunteer program is very strong. During the current school year, a parent center was created, a parent education night was held, and in-services in curricular areas were provided. Parents were consistently involved in PESO, SAC, FAST, conferences and working in classrooms. The military community supports RES through the 86th Logistical Support Group.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our SILT team was formulated earlier in the school year and met regularly. The addition of parents and military personnel provided insight and community support. Committee compacting and alignment with benchmarks for SY 96/97 will make implementation of goals more attainable.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**70%**	**23%**	**5%**
Math	**68%**	**24%**	**4%**
Science	**52%**	**28%**	**11%**
Social Studies	**58%**	**28%**	**6%**
School Communications	**70%**	**24%**	**5%**

Benchmark 10.8: Establish Technology for teachers and administrators

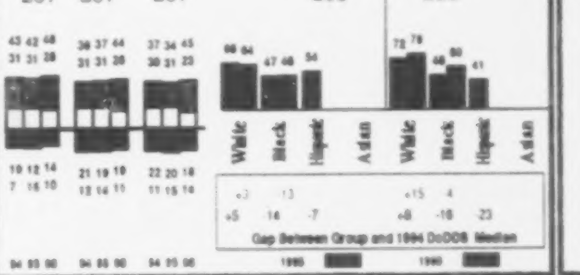
We have had an active computer lab staffed by a qualified specialist. In-services were provided for teachers during the school day to further computer knowledge. This was supported by the DSO office. An additional Pentium lab will be available in SY 96/97 which will enable students to have greater access to computers and current media technology.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	74.9	71	70.7	63.9	74.4
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	207	207	207	208	206

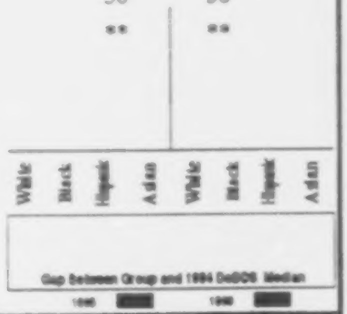
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

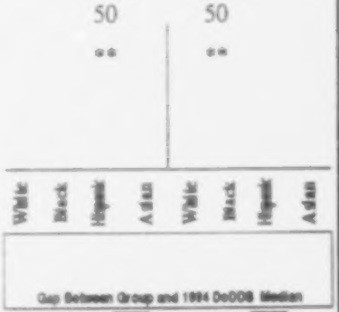


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	480	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ramstein ES
86 SPTG/CCSE-R
UNIT 3240, BOX 430
APO AE 09094

DSN Phone:
480-6021/6023

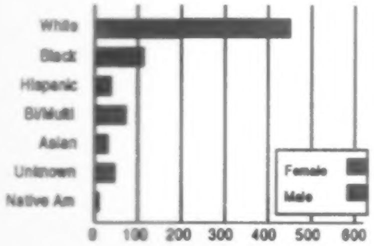
Commercial Phone:
6371-42530/43783

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Department of Defense Education Activity
Ramstein Intermediate School (4-6)
1995/96 School Profile
Judy Mayo, Principal

School Characteristics

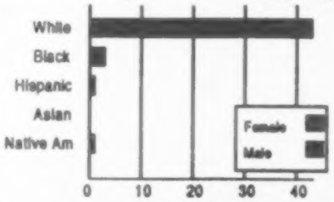
Student Enrollment - 761



Grade	#
4	243
5	266
6	252
Total	761

Sponsor's Affiliation	
Marine	<.5%
Army	14%
Navy	<.5%
Air Force	70%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	68	9%
K-8	TAG	83	11%
K-12	ESL	6	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	23	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	32
Special Education	5.5
Other Professionals	10

Teacher Experience	
Year	Teacher
New	0
1-3	0
4-6	6
7-10	7
> 10	39

Mobility Rate
21% Per Year

Teacher Education	
Degree	Teachers
BA/BS	0%
MA/MS	100%
Doctorate	0%

Principal's Highlights

As a new intermediate school (grades 4-6), Sunnyside ES has had the unique opportunity to establish new traditions in support of the academic program. We have had a very successful first year in meeting the high expectations of the staff, parents, and MILCOM as evidenced by the results of systemwide testing. The staff works diligently to provide the support, encouragement and resources to help all children reach their potential. Teachers provide quality instruction, integrate curriculum and technology and establish high expectations for student conduct.

The major areas of focus selected by the staff for the SIP were based upon the strong academic expectations for students' written and verbal skills; their belief that all students can learn and succeed, and their wish to prepare these students for the changing career needs of the 21st century. Toward this end there is a strong emphasis on integrating technology and software resources into the academic learning environment. All students have access to computers, and are trained in proper keyboarding techniques beginning in the fourth grade and continuing each year.

Special needs students and those in inclusion classes receive additional technology resources to ensure that they are equally prepared to meet the academic challenges of secondary school.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Emphasis was placed on writing across the curriculum and editing skills. Students had frequent opportunities to use various modes of communication within an aligned curricular context, including communicating with deployed military, creative writing, essays, oral presentations, and SWEP speakers. Training to utilizeholistic scoring and rubrics was provided.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Staff members focused upon "hands-on" and cooperative learning strategies to help students succeed in science. Study trips at all grade-levels focused directly on selecting science as a career field. Training with available technology and software also enhanced student and staff understanding of new resources to supplement science instruction.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

As a new school, the focus was on establishing partnership organizations in support of the educational program such as FAST and SAC. A schoolwide Open House was held in September. One of our most successful endeavors was our MILCOM Adopt-A-School program. A Parent Center was established to utilize technology and assist student academic achievement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly newsletters, as well as classroom communications, inform parents and community about important school information. These newsletters include not only current activities and highlights but columns written by the school nurse, counselor, and psychologist. We are especially pleased by the active parent participation on the SLT and in other newly organized parent groups.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	70%	23%	5%
Math	68%	24%	4%
Science	52%	28%	11%
Social Studies	58%	28%	6%
School Communications	70%	24%	5%

Benchmark 10.8: Establish Technology for teachers and administrators

Technology has been integrated into all facets of the curriculum. Staff and all students received training in DoDDS adopted keyboarding program, as well as e-mail, word processing, spreadsheets, data bases, CD-ROM, and presentation software. Staffing & classroom space have been provided to ensure the contd. success of our school wide technology plan in support of DoDEA benchmarks.

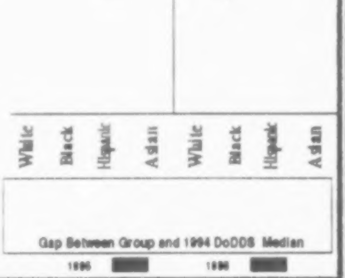
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

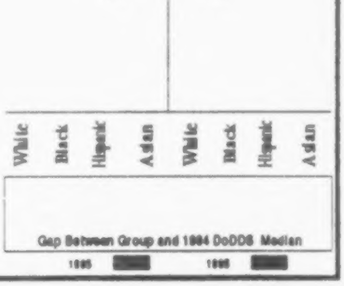


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

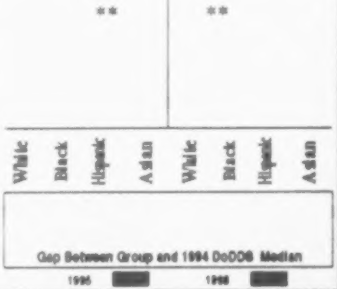


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	480	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ramstein Intermediate School

86 SPTG/CCES-R

UNIT 3240, BOX 600

APO AE 09094-0600

DSN Phone:
480-6023/6339

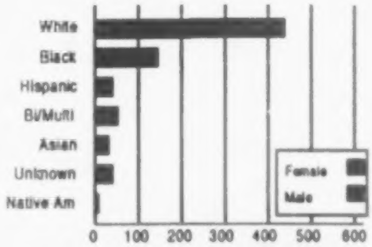
Commercial Phone:
6371-42606

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	257	759.2	22%	48%	25%	6%	0%
5	95	261	753.9	21%	60%	12%	7%	0%
5	96	254	752.1	33%	54%	11%	2%	0%

Department of Defense Education Activity
Ramstein Junior High School (7-9)
1995/96 School Profile
Jacqueline Yardley, Principal

School Characteristics

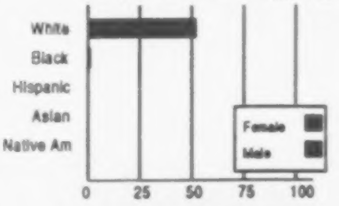
Student Enrollment - 762



Grade	#
7	240
8	228
9	294
Total	762

Sponsor's Affiliation	
Marine	<.5%
Army	13%
Navy	<.5%
Air Force	73%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	14%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	40.5
Special Education	4
Other Professionals	4

Special Programs			
Grade Offered	Program		
PK-12	Special Education	79	10%
K-8	TAG	747	160%
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
20% Per Year

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Teacher Education	
Degree	% Teachers
BA/BS	27%
MA/MS	69%
Doctorate	4%

Principal's Highlights

RJHS is part of a community of highly committed professionals who are dedicated to the unique mission of US forces overseas. The community is well educated, highly trained and fully integrated. High expectations of the school's performance is a natural outcome of the community's high level of achievement. This school is unique in that the enrollment is made up of 7th, 8th and 9th graders, possibly the only school in DoDEA to retain this configuration. Secondary and middle level instruction is the focus of the school. The staff has opted to adopt a block schedule format for SY 96/97. They feel this format will better meet students' needs. A key segment of the block schedule is the seminar period, which allows enhanced personal involvement between staff and students. The school provides students with a foundation in the humanities, math, science, English, social studies, and three foreign languages. In addition to the core curriculum, computer, art, technical business, physical education, health, home economics, music (instrumental and vocal), extra-curricular activities and enrichment opportunities make the instructional offerings varied and extraordinary for a junior high school. The inclusion model for serving special education students is being implemented with strong support from staff members.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Vocabulary building has been a focus of instruction. One major strategy has been the Word a Day featured in the Daily Bulletin. CIRC methods have been introduced to all staff members and implementation will be incorporated into all disciplines during SY 96/97. Ten percent of the students participated in the School/Home Reading program; the goal for next year is 20%.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

After eight months of implementation of the math standards, an overwhelming majority of students indicated in a survey a high degree of satisfaction with the level of math instruction they are receiving. This finding proved consistent across ethnic, gender and grade categories. All math teachers have incorporated cooperative learning and hands on materials in their instruction.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents involved in many school programs, clubs, SAC, FAST, PTA, SILT and the Home/School Reading Program. The discipline plan includes a strong parental involvement component. Parents were hosted by RJHS at a Computer Fair and a Harvest Dinner. At Open House and during Math Nights parents received instruction in Cornell note-taking and math methods.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The staff has elected to adopt a block schedule format for SY 96-97. Students with special needs will be served through Seminar, a time for tutoring/peer tutoring. Students will have organizers/planners as part of their class requirements. The monthly newsletter has a suggestion page through which parents have offered ideas for school improvement.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	67%	27%	6%
Math	73%	21%	6%
Science	48%	34%	18%
Social Studies	61%	30%	7%
School Communications	61%	30%	8%

Benchmark 10.8: Establish Technology for teachers and administrators

Fiber optic cable is in the school as we are the hub for the school complex for Internet activity. The Media Center will have a fully operative Internet lab by the beginning of SY 96-97. Two other labs will also be connected to the Internet in SY 96-97. These labs, as well as the writing lab, will be utilized by students for research and reporting.

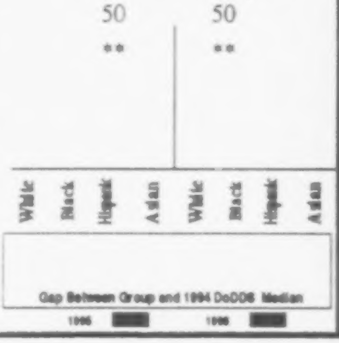
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

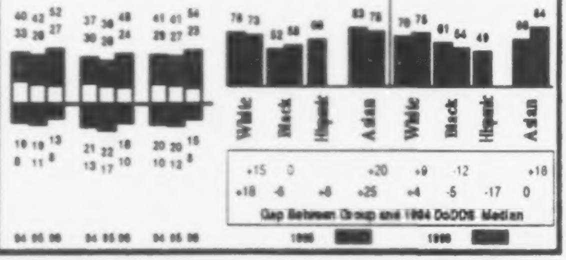
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	76.6	71.8	78.1	69.4	70.7
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	223	223	223	223	223

Percent of Students in Each Quarter

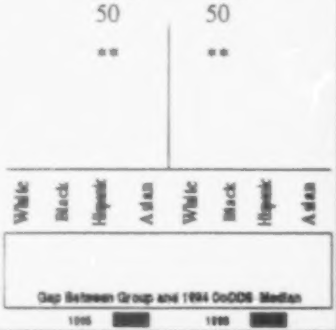


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		School	District	[illegible]	Nation
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	460	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DSN Phone:
480-7104/7105

Commercial Phone:
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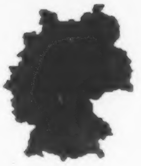
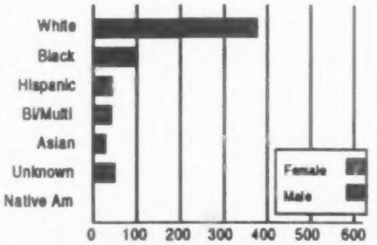
[illegible]DEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	217	792.5	40%	41%	10%	8%	2%
8	95	217	789.3	48%	15%	29%	7%	1%
8	96	201	782.9	25%	37%	32%	5%	1%



Department of Defense Education Activity
Ramstein High School (10-12)
1995/96 School Profile
William Diesselhorst, Principal

School Characteristics

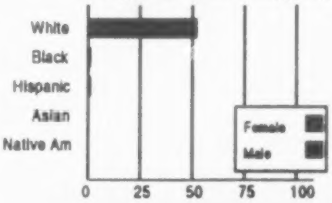
Student Enrollment - 617



Grade	#
10	236
11	195
12	186
Total	617

Sponsor's Affiliation	
Marine	<.5%
Army	8%
Navy	<.5%
Air Force	86%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	42.5
Special Education	3
Other Professionals	6

Special Programs			
Grades Offered	Program	#	%
PK-12	Special Education	23	4%
K-8	TAG	N/A	N/A
K-12	ESL	2	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	25	
AP Courses Offered		15	
Students Taking AP Courses		309	81%

Mobility Rate
16% Per Year

Teacher Experience	
Years	Teachers
New	2
1-3	1
4-6	0
7-10	6
> 10	45

Teacher Education	
Degree	Teachers
BA/BS	19%
MA/MS	81%
Doctorate	0%

Principal's Highlights

Ramstein American High School is supported by a military community which gives education a high priority. Constant communication between community and school, formally and informally, maintains a strong community-school partnership to insure a positive educational environment.

More than eighty percent of our graduating seniors continue on to college. One hundred seventeen students took a total of 217 AP exams in May 1996. All special education students are involved in the Inclusion Model. A wide variety of counseling services are available to students, parents, and staff. An active SILT team and strong DSO SIL support is reflected in attitudes and efforts in SIP matters.

High levels of technology are available and used within the facility by staff and students. Tech Prep will be offered for SY96-97 and there are plans for expansion. The correlation between Tech Prep and post-HS education is realized and embraced by the faculty and staff.

More than sixty percent of our students are involved in extracurricular activities. As the level of parental involvement grows, so does community support.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Plans have focused on increased class time for writing and oral communication activities. Staff development will be offered to provide guidance in holistic scoring of writing, generating curriculum-specific writing and speaking activities. All faculty members will routinely incorporate writing and give credibility to writing across the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Increased opportunities were provided for directed mathematical problem solving/computations (with/without technology) in all math classes and as appropriate across the curriculum. Math teachers worked to identify student needs and to increase use of writing in mathematics. Attitude scales were administered to students; results will provide additional guidance for teachers.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

An attitudinal and needs assessment tool is being developed for use in Sep 96. Increase in parent participation beyond the normal involvement at RHS has been observed with increased Benchmark 8.1 emphasis. Career Day increased school wide awareness of the roles parents and community members can play in our school. Additional plans are being formulated for SY 96-97.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parent and student involvement in the realignment of our monthly parent newsletter reflects improvement. Discussion of need for a Parent Center continues as a SAC topic and plans are being considered for development and implemented during SY 96-97. The faculty and staff continues to seek meaningful ways to involve parents at various levels throughout the school.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	79%	17%	4%
Math	78%	17%	4%
Science	80%	14%	2%
Social Studies	78%	17%	2%
School Communications	76%	18%	6%

Benchmark 10.8: Establish Technology for teachers and administrators

Integration of technology continues to be a major focus. Training teachers and staff to include record keeping, word processing, reporting continues. Math and science software programs, Internet usage continue to increase for students and staff. Teachers are encouraged to use SIMS generated data for documenting student success and identifying student needs.

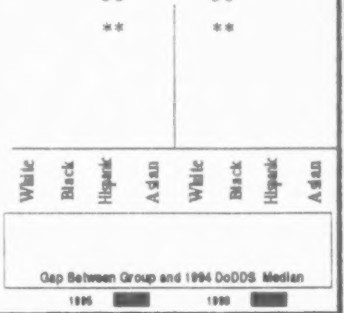
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

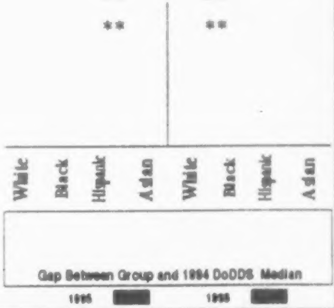


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

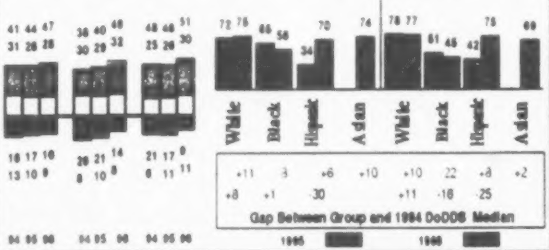
NOT APPLICABLE



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74	72.3	77	72.8	72.9
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	174	174	172	169	172

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	47%	56%	66%	42%
	1995	56%	64%	64%	41%
Math Avg Score	1994	506	479	472	479
	1995	467	465	480	482
Verbal Avg Score	1994	457	429	430	423
	1995	432	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ramstein HS
86 SPTG/CCSH-R
UNIT 3240, BOX 445
APO AE 09094

DSN Phone:
480-6951/2

Commercial Phone:
6371-42955

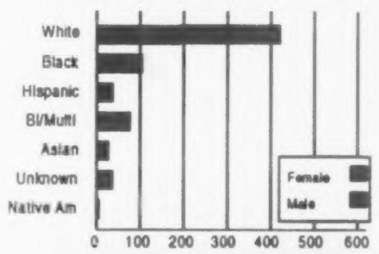
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	94	268	788.1	37%	28%	24%	8%	2%
10	95	217	835.1	43%	39%	15%	2%	1%
10	96	223	825.8	39%	45%	13%	3%	0%

Department of Defense Education Activity
Sembach Elementary/Middle School (PK-8)
1995/96 School Profile

Shelley A. Rucker, Principal

School Characteristics

Student Enrollment - 706



Special Programs			
Grade Offered	Program		
PK-12	Special Education	82	12%
K-8	TAG	129	18%
K-12	ESL	20	3%
1	Reading Recovery	8	9%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

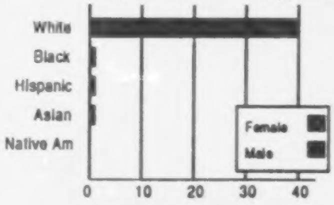
Grade	#
PreK	2
K	83
1	86
2	92
3	86
4	73
5	71
6	84
7	64
8	65
Total	706

Mobility Rate
22% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	21%
Navy	<.5%
Air Force	74%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	3
4-6	4
7-10	4
> 10	32

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	29.5
Special Education	4
Other Professionals	8.5

Teacher Education	
Degree	% Teachers
BA/BS	45%
MA/MS	55%
Doctorate	0%

Principal's Highlights

Sembach Elementary/Middle School was created this year by combining a K-5 and middle school located approximately 200 meters apart. It is located approximately 20 kilometers north of Kaiserslautern, Germany in the Rheinland Pfalz. The Middle School had actively developed a schoolwide writing approach in their SIP efforts. The K-5 school was actively working with problem solving. Our major focus this year has been merging the faculties into one cohesive unit.

The school houses approximately 700 students K-8. Regular classroom instruction is supported by extensive placement of computers in labs and classrooms; active interface with host nation through music and art programs, special enrichment classes; specialists in LI, speech, and ESL, and schoolwide initiatives in support of our SIP goals.

A special achievement of the school is its focus on individual student achievement. Programs focusing on responsibility and conflict resolution have been implemented.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Efforts were centered on developing authentic written and oral communication tasks in all areas of the curriculum. In-service time was devoted to discussion and training using DSO personnel. Invested time in developing use of three existing computer labs (two Apple and one MS-DOS). Interdisciplinary units planned and implemented at all levels; e.g., "Celebrate Writing Week."

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Disaggregated CTBS and curriculum embedded data to determine which students were "at risk"; worked as grade level teams to develop interventions. In-service time to incorporate MathLand curriculum and DoDDS standards across the curriculum. DSO support was provided through visitations and a college credit class. Special focus made on problem solving strategies.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents participated in SIP in-services. Special sessions focused on developing a mission statement. Plans include incorporating a needs assessment (by parent group) in the Fall. Training in FAST is being arranged. Parent work rooms at school have been arranged. Parents are coordinating neighborhood coffee discussion groups.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school has been assigned a "support sponsor" group by local military command. Planning sessions have been held with representatives to discuss their participation. Monthly newsletter goes home. Parents receive curriculum updates from teachers. Parents are invited to quarterly honor roll ice cream socials. Bi-annual pot luck dinners for families are scheduled and hosted.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	77%	15%	7%
Math	74%	18%	4%
Science	66%	22%	6%
Social Studies	61%	25%	3%
School Communications	65%	29%	6%

Benchmark 10.8: Establish Technology for teachers and administrators

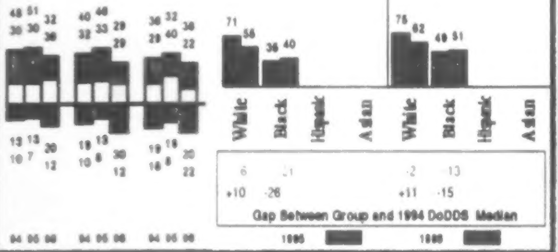
DSO and school personnel provided 4 hours in-service training for writing on the computer. Technology was integrated through MathLand. Installation of school LAN is in progress with cooperation of support sponsor group. Access to Internet is available in media center. Cc:Mail is now available to all faculty members. The school was selected for "Super Media Center Pilot".

CTBS Test Results

Grade 3

	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	64	56	62.3	54.4	61
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	75	76	76	75	75

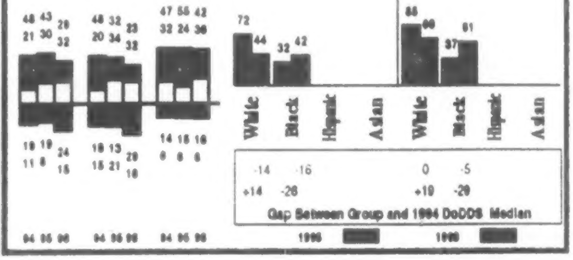
Percent of Students in Each Quarter



Grade 7

	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	64	55.3	71.7	44.6	65.7
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	62	62	64	60	63

Percent of Students in Each Quarter

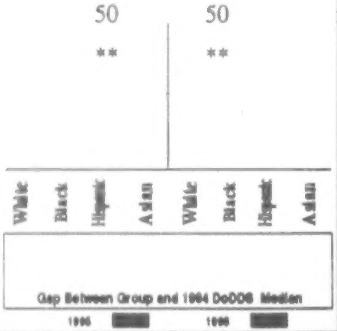


Grade 11

	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	480	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sembach ES/MS
UNIT 4240, BOX 320
APO AE 09136

DSN Phone:
496-7003/7429

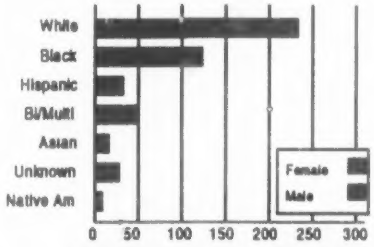
Commercial Phone:
6302-4346/5398

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	113	721.3	18%	39%	32%	9%	3%
5	95	70	719.6	4%	61%	21%	13%	0%
5	96	69	746.3	35%	48%	16%	1%	0%
8	94	71	830	52%	34%	13%	1%	0%
8	95	46	821.7	57%	17%	24%	2%	0%
8	96	57	787.6	39%	33%	21%	5%	0%

Department of Defense Education Activity
Smith Elementary School (PK-6)
1995/96 School Profile
Richard Snell, Principal

School Characteristics

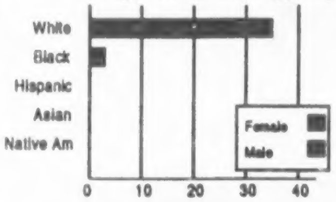
Student Enrollment - 475



Grade	#
PreK	14
K	104
1	81
2	68
3	69
4	53
5	43
6	43
Total	475

Sponsor's Affiliation	
Marine	<.5%
Army	95%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	6.5
Other Professionals	8

Special Programs			
Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	101	21%
K-8	TAG	68	15%
K-12	ESL	18	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
69% Per Year

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Teacher Education	
Degree	Teachers
BA/BS	24%
MA/MS	76%
Doctorate	0%

Principal's Highlights

Smith Elementary School, of Baumholder, Germany, is a newly renovated 3-story, 30-classroom building with a separate pre-school building. The majority of the 464 students are dependents of enlisted Army service members. The strong commitment among the staff members to provide an equitable education program to meet the varied needs of all students is evidenced by the supportive programs at Smith which include: Sure Start, preschool handicapped, special education, English as a second language, German Immersion, talented and gifted, and compensatory education. An Apple II GS Computer Lab was established at the beginning of the year to facilitate writing, keyboarding, cross-curricular concept exploration, and project production. Activities promoting home/school partnership have been extended in the conviction that increased parental participation positively impacts on the educational program of the students. Smith Elementary School and our community have made noticeable gains toward the fulfillment of the School Improvement Plan.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Strategies focused on integrated writing experiences incorporating letters, science and math journals, pen pals, and assessment items. Teachers include some form of writing workshop daily/weekly in their classrooms. Book publications have increased twofold during the school year. A parent publishing center is being organized/designed for next school year's use.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The MathLand program has been implemented at all levels. Courses based on DoDEA/National Standards reflected in the MathLand curriculum were attended by 20% of the faculty. Explaining thinking in both oral and written forms has increased over the school year as well as the use of calculators, computers, and other technology.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent involvement has been increased through Parent Orientation Meetings and "Family Nights" focusing on math, art, and music. A special committee monitored and recognized volunteer participation. Military partnership was extended through letter writing to deployed soldiers and the establishment of a "Helping Hands" unit for each grade level.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Smith Elementary maintains a monthly newsletter to inform parents and the community about important school activities. All faculty members served on SIP committees focused on the respective goals of the Strategic Plan.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	73%	19%	4%
Math	70%	19%	6%
Science	56%	28%	5%
Social Studies	59%	23%	6%
School Communications	78%	17%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

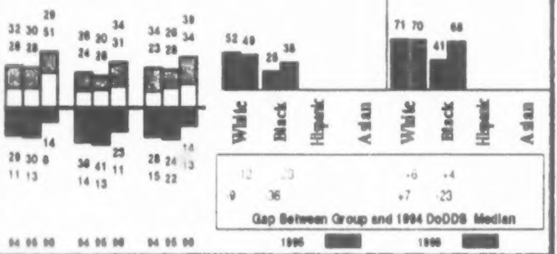
Computer training extended to 30% of staff in preparation for increased use of technology in the coming years. This training will be expanded and enhanced in the future. School wide enthusiasm is high for this opportunity. More teachers are reporting the use of computers and the computer lab on a regular basis. Radically up-dated computer systems are anticipated.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	63.7	64	70.5	47.7	69.2
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	63	64	64	64	64

Percent of Students in Each Quarter

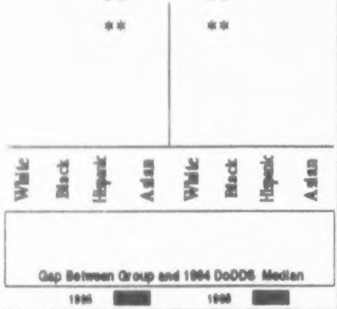


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

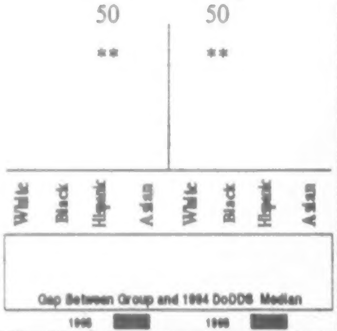


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	480	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Smith ES
UNIT 23814
APO AE 09034

DSN Phone:
485-7587/9

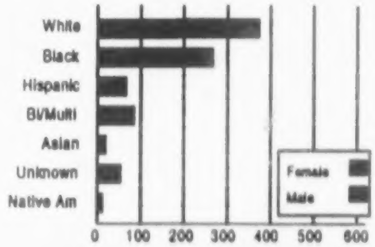
Commercial Phone:
6783-5693

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	44	641.5	5%	25%	55%	7%	5%
5	95	46	701.8	4%	50%	26%	20%	0%
5	96	29	720.4	21%	55%	24%	0%	0%

Department of Defense Education Activity
Vogelweh Elementary School (PK-5)
1995/96 School Profile
Jillian B. Breaux, Principal

School Characteristics

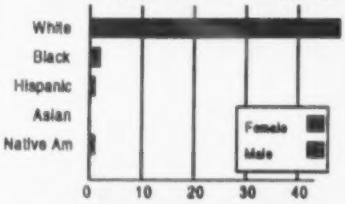
Student Enrollment - 878



Grade	#
PreK	30
K	188
1	161
2	145
3	129
4	122
5	103
Total	878

Sponsor's Affiliation	
Marine	<.5%
Army	60%
Navy	<.5%
Air Force	39%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	92	10%
K-8	TAG	143	17%
K-12	ESL	26	3%
1	Reading Recovery	14	9%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
46% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	1
7-10	8
> 10	34

School Staff

Category	FTE
Administrators	3
Classroom Teachers	33.5
Special Education	8
Other Professionals	11

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	76%
Doctorate	0%

Principal's Highlights

Vogelweh Elementary School is one of DoDEA's most technologically up-to-date schools. This year we created a computer lab and up-dated the media center with state of the art technology.

Located in Kaiserslautern, VES is a two building, multi-storied school. We have a strong school-home partnership and communication structure to support our School Improvement Plan. The establishment of a Parent Center, the use of parent volunteers in the media center, a parent sponsored Science Fair, PTSA, and SAC were strengths for our school this year.

VES educates a diverse population of students, including preschool handicapped, L.D., P.D., and E.S.L. We have a very strong multi-cultural emphasis at this school. Highlights for the year included a Native-American speaker, Black History dancers, Middle Age scale-model presentation, Lithuanian dancers and visiting authors as well as the extensive host nation field trips.

In addition to core subject, VES students are taught "how" to learn in order to succeed in a rapidly changing technological age. The school is emphasizing social studies and is moving toward integrating subject areas. DSO assistance and our state of the art hardware and software facilitate this integration.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

VES placed emphasis on three major social studies strategies: hands-on activities, curricular integration and increased parent involvement. In-service was provided by DSO on social studies integration with language arts. All teachers are actively involved in these three strategies and collaborated on action plans & techniques to raise proficiency in social studies.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Staff survey indicated need for professional development in equity & MathLand implementation. This was accomplished through in-service by DSO personnel. Teachers embraced hands-on manipulative aspect of MathLand & utilized journal writing to demonstrate students' thinking processes. Cooperative learning was emphasized.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

School provided two parents workshops on MathLand. Parents were involved in math homework and educational projects such as: computer assistants, Read-To-Succeed, PTSA book fairs, Reflections, anthologies, volksmarch, sister unit (37th Trans, Group), SIP Steering Committee, SAC, guest speakers, science fair, Parent Center, Special Olympics, and multi-cultural activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School has initiated effective communication with all constituents through a series of principal's newsletters to parents, letter/bulletins from teachers, principal's daily bulletin to faculty committee reports from SAC, SIP, PTSA, AFN, and local military newspaper (Kaiserslautern American).

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**66%**	**24%**	**5%**
Math	**62%**	**24%**	**9%**
Science	**45%**	**26%**	**10%**
Social Studies	**47%**	**24%**	**9%**
School Communications	**65%**	**26%**	**8%**

Benchmark 10.8: Establish Technology for teachers and administrators

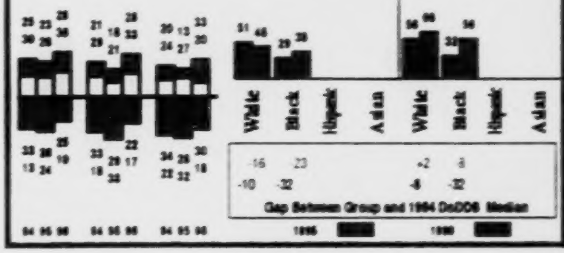
School has made major technology upgrades. Plans have been made to integrate technology into the mathematics and social studies curriculum. Training for teachers and administrators will include record keeping, word processing for math, and social studies instructional software.

CTBS Test Results

Grade 3

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	61	59	53	44.8	58.2
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	107	105	107	106	107

Percent of Students in Each Quarter

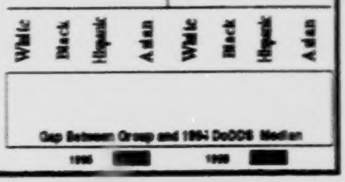


Grade 7

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

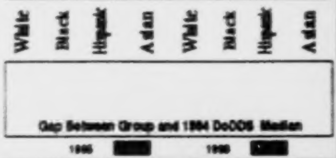


Grade 11

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	480	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	426

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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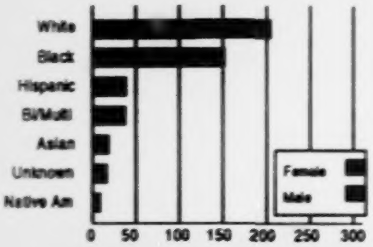
Commercial Phone:
631-91222-55196

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	111	735.8	17%	41%	32%	8%	1%
5	95	82	741.5	23%	55%	11%	10%	0%
5	96	86	756.9	34%	58%	8%	0%	0%

Department of Defense Education Activity
Wetzel Elementary School (K-6)
1995/96 School Profile
Robert Richards, Principal

School Characteristics

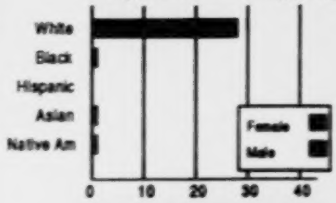
Student Enrollment - 469



Grade	#
K	75
1	82
2	73
3	69
4	58
5	65
6	47
Total	469

Sponsor's Affiliation	
Marine	<5%
Army	99%
Navy	<5%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	1%
Non-US Civilians	<5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	21.5
Special Education	4.5
Other Professionals	7

Special Programs

[illegible]	[illegible]	[illegible]	[illegible]
PK-12	Special Education	75	16%
K-8	TAG	60	13%
K-12	ESL	18	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
72% Per Year

Teacher Experience

Years	[illegible]
New	0
1-3	2
4-6	4
7-10	14
> 10	18

Teacher Education

Degree	Teacher
BA/BS	31%
MA/MS	69%
Doctorate	0%

Principal's Highlights

The SIP was developed through an interactive faculty-SILT effort in Oct.-Dec. 1995. Development of the Action Plan and its implementation were the primary SILT activities during the early spring. There is strong faculty support for the benchmark outcomes.

New PTSA leadership has resulted in high levels of parent involvement in school activities. Parent volunteers established a Parent Center to facilitate all parent support efforts. Community Mental Health support is offered to address local military deployment issues.

Writing skills are taught at all grade levels and are integrated in all curricular areas. Significant increases in the number of writing activities have been observed. Essay questions are a part of many content area tests.

Acquistion of computer hard and software and related training has contributed to increased use of the computer lab.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

There was a moderate increase in Writing Assessment scores. Increased writing across the curriculum is apparent at all grade levels. CTBS scores increased in language mechanics. Increased use of the computer lab for writing activities (writing process skills) has been documented.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Verification of success is in progress, the school is awaiting completion of disaggregation of CTBS data. StarLab, Ecology Studies, Recycling and Earth Day activities exemplify School wide science efforts. Science in-services have been conducted and alignment of instruction with the science standards is underway. MathLand is being implemented.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A Parent Support Center has been established. PTSA has been reestablished and is more visible within the school. Parent Counseling services are available weekly at the Parent Support Center. PTSA has access to LAN and e:Mail.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Trilingual Parent notices are provided (English, Spanish, German). A monthly Parent Newsletter is published ("WETZEL WIZARD"). Classroom Teacher/Parent Newsletters are published regularly (weekly, monthly). Students have access to cc:Mail in the Computer Lab and/or classroom.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	64%	22%	7%
Math	65%	24%	4%
Science	45%	25%	8%
Social Studies	44%	23%	9%
School Communications	68%	24%	8%

Benchmark 10.8: Establish Technology for teachers and administrators

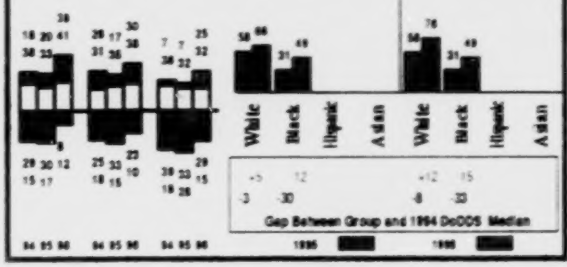
In-House LAN has been installed and fully operational. CC:Mail has been connected to all classroom work stations. In-House training activities have been conducted for the staff (cc:Mail, Keyboarding, Windows). All 4-6th grade students have access to the Media Center via LAN.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	65.5	65.6	57.3	52.5	58.3
District	67.4	62.3	62.3	52.1	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	74	74	76	76	76

Percent of Students in Each Quarter

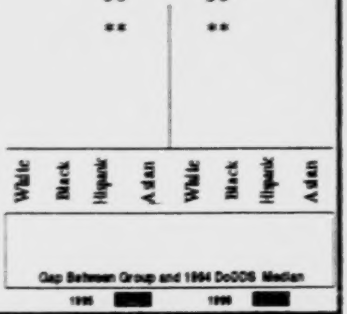


Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	67.1	62.9	68.9	57.6	64.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

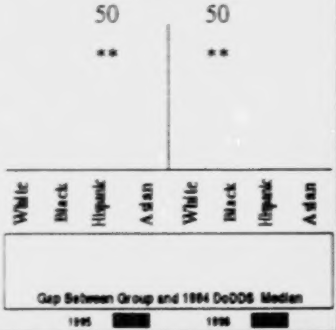


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	66.8	66.7	68.5	63.7	68
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
[illegible]					
% Participating	1994	N/A	56%	66%	42%
	1995	N/A	64%	64%	41%
Math Avg Score	1994	N/A	479	472	479
	1995	N/A	465	460	482
Verbal Avg Score	1994	N/A	429	430	423
	1995	N/A	429	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wetzel ES
UNIT 23815
APO AE 09034

DSN Phone:
485-7492/6416

Commercial Phone:
6783-2555

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	63	733.4	13%	44%	30%	13%	0%
5	95	51	716.8	8%	63%	14%	14%	2%
5	96	59	678.5	19%	46%	20%	12%	0%

SECTION H

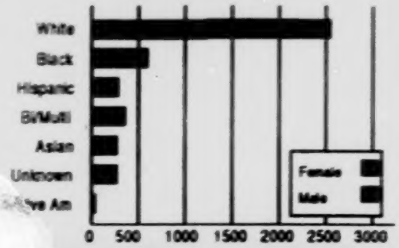
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

TURKEY DISTRICT
1995-1996

Department of Defense Education Activity
Turkey 1995/96 District Profile
Thomas Ellinger, Superintendent

District Characteristics

Student Enrollment - 4,316



Special Programs			
[illegible]-12	Special Education	357	8%
K-8	TAG	218	6%
K-12	ESL	190	4%
1	Reading Recovery	12	2%
7-12	AVID	0	
Students Taking AP Courses		243	52%

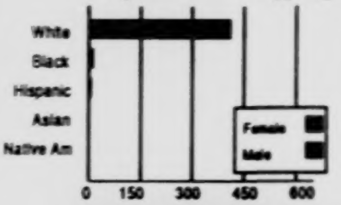
Grade	
PreK	34
K	400
1	426
2	392
3	399
4	405
5	358
6	316
7	306
8	283
9	261
10	273
11	250
12	213
Total	4316

Mobility Rate
33% Per Year

Sponsor's Affiliation	
Marine	1%
Army	4%
Navy	30%
Air Force	40%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	11%
Non-US Civilians	15%

Teacher Experience Years	
New	12
1-3	15
4-6	37
7-10	29
> 10	244.5

Professional Staffing



School Staff	
Administrators	18
Classroom Teachers	251
Special Education	22
Other Professionals	51

Teacher Education Degree	
BA/BS	36%
MA/MS	63%
Doctorate	2%

Superintendent's Highlights

Newly adopted materials successfully in use in all social studies classrooms. Writing across the curriculum identified as a major thrust throughout the district. Three schools have allotted space for the Reading Recovery Program for SY 96-97.

CTBS test data reflects the expected results during an implementation year in mathematics. District scores were somewhat lower than the previous year. Staff development in this area is to be a major focus for SY 96-97.

All Turkey, Spain, and Island Schools selected School Home Partnership as their primary strategy for benchmark 8.1. The District Improvement Plan supports this district-wide focus.

All schools have a functioning School Improvement Team which engage in the shared decision making process. Teams are composed of teachers, administrators, parents, community members, and students.

The district is expanding the use of electronic technology to support instruction, resource management, and record keeping. Each school has established a technology committee and utilizes local military expertise.

Staff development training opportunities have been expanded to meet the needs of teachers and administrators. This desire to continue professional development in both curricular and technological skills is reflected in the District Improvement Plan.

DoDEA Strategic Plan: District Improvement Implementation School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship
Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.
Across the TSI District, the predominate focus for this benchmark has been on Language Arts: Writing Across the Curriculum. Interest in this area is due largely to the system's involvement in the Writing Assessment. Schools are developing their own rubrics for holistic scoring, teaching students the writing process, and are collaborating on ways to incorporate writing into all subjects.

Goal 4: Math And Science Achievement
Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp
Both areas; math and science are examined to see just where the gap lies. Schools are discovering that small pockets of students appear to be at risk, so rather than identifying singular groups of students, strategies are selected because they can empower all students. Strategies chosen include: problem-solving, working cooperatively, AVID, and mentoring.

Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
District-wide inservice for both parents and teachers began in the fall when participants from each school attended a workshop which explained the five-tier model, and the four FAST modules. Additional professional development was provided by the ASO. In many schools the first step has been to coordinate a parent partnership center and to involve parents in teacher inservice training.

Goal 10: Organizational Development
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
The most significant achievement in this benchmark has been made in the area of electronic communication; specifically CC:Mail. Teachers and administrators can not only more effectively communicate with each other in their own schools and complexes, but communication has been enhanced across all schools and the DSO.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**70%**	**23%**	**5%**
Math	**67%**	**22%**	**7%**
Science	**58%**	**26%**	**8%**
Social Studies	**59%**	**26%**	**5%**
School Communications	**65%**	**26%**	**9%**

Benchmark 10.8: Establish Technology for teachers and administrators

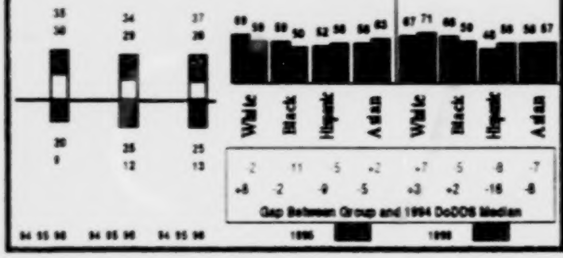
Extensive training for both teachers and administrators on CC:Mail and Microsoft Word have already begun across the district. SCCC's have initiated ITTPs for every teacher in district and plans for SY 96-97 extend to administrators, DSO staff, and clerks and support staff at the schools. Installation of compatible hardware in all schools will ensure the success of this benchmark

CTBS Test Results

Grade 3

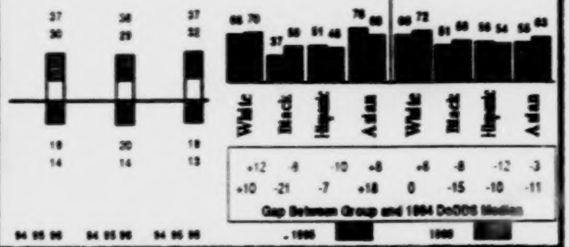
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for **District**	63.8	61.1	64.7	61	67.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	379	380	381	382	382

Percent of Students in Each Quarter



Grade 7

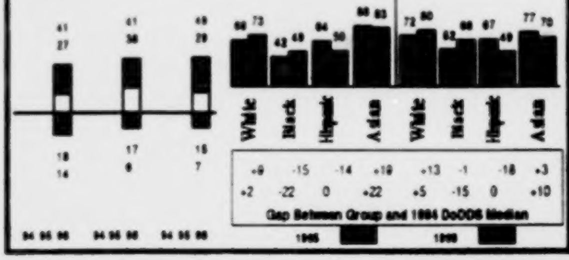
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for **District**	65.3	66.7	65.3	64.3	65.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	290	291	292	292	292



Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for **District**	68.4	67.6	75	72	74
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	231	232	236	235	236

Percent of Students in Each Quarter



SAT Results				
% Participating	1994	72%	66%	42%
	1995	75%	64%	41%
Math Avg Score	1994	476	472	479
	1995	510	480	482
Verbal Avg Score	1994	434	430	423
	1995	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Turkey District
Attn: Thomas Ellinger
39 Combat Support Squadron
APO AE 09824-0005

DSN Phone:
676-6114

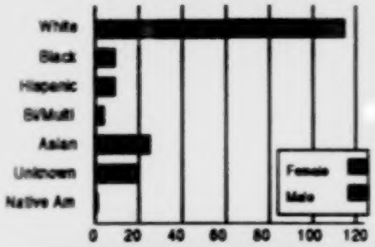
Commercial Phone:
90-322-316-6114

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95							
5	96	318	733.9	30.2%	54.4%	10.4%	3.5%	1.6%
8	94							
8	95							
8	96	257	788.5	27.6%	38.9%	31.1%	1.6%	0.8%
10	94							
10	95							
10	96	255	811.8	34.9%	47.1%	15.3%	2.0%	0.8%

Department of Defense Education Activity
Ankara Elementary/High School (K-12)
1995/96 School Profile
Sandra Daniels, Principal

School Characteristics

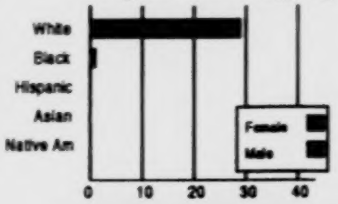
Student Enrollment - 183



Grade	
K	3
1	12
2	15
3	6
4	18
5	9
6	13
7	22
8	17
9	23
10	13
11	22
12	10
Total	183

Sponsor Affiliation	
Marine	1%
Army	2%
Navy	<.5%
Air Force	15%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	38%
Non-US Civilians	44%

Professional Staffing



Special Programs			
PK-12	Special Education	10	5%
K-8	TAG	0	0%
K-12	ESL	68	37%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		5	
Students Taking AP Courses		15	46%

Mobility Rate
40% Per Year

Teacher Experience	
New	3
1-3	
4-6	
7-10	0
> 10	17

School Staffing	
Administrators	1
Classroom Teachers	17.5
Special Education	1
Other Professionals	2.5

Teacher Education	
Degree	
BA/BS	23%
MA/MS	77%
Doctorate	0%

Principal's Highlights

The faculty at the George C. Marshall School pitched in and got involved with the new school improvement process, even though many were somewhat skeptical about its effectiveness and expected life span. There was not a sense of ownership in the beginning. Rather, there was a feeling that this was someone else's program, being pushed down from above, yet advertised as belonging to the local school community. However, the faculty displayed professionalism and put much time and effort into developing a viable improvement plan for the George C. Marshall School. All the action plans appear to be ready to continue next school year, with the exception of benchmark 4.2, which will be revised at the beginning of the new school year to reflect an effort to more directly effect student achievement in mathematics. Since no "typical" subgroup stood out in the analysis of CTBS and other data, the focus will probably be on all "low achieving" students in mathematics.

The school improvement process appears to be accepted by the faculty and community, and a sense of local ownership should become stronger in the second year of the program. The general feeling already is that things are moving in the right direction.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The goal is to increase the use of writing to facilitate analytical and cognitive learning in all subject areas. Teachers are encouraged to increase writing to assist analytical and cognitive thinking. Four teachers act as staff consultants. Early indications show that teachers have been increasing writing in their classrooms to facilitate learning. The action plan is on track.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The goal is to improve parent/student understanding of DoDDS math curriculum for all subgroups. The action plan was in the process of being implemented when the school was visited by a DoDEA focused review team. It was decided that this plan would be revised at the beginning of the new school year, and some of the original ideas would be used in 8.1.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The goal is to establish a community resource center in the Ankara school. The school was able to locate a room in the school for the resource center. After making repairs, painting the walls, and installing furniture, the room was stocked with books, pamphlets, and periodicals related to education. Parents and community members are invited to use the room.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The goal is to improve communication within the school community. The action plan is in the process of being implemented. Several faculty training sessions on public opinion and marketing strategies have taken place, along with teaching the processes for gathering information to improve communication. Improvements have been ongoing.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**80%**	**16%**	**2%**
Math	**60%**	**26%**	**12%**
Science	**57%**	**31%**	**7%**
Social Studies	**64%**	**24%**	**6%**
School Communications	**64%**	**27%**	**9%**

Benchmark 10.8: Establish Technology for teachers and administrators

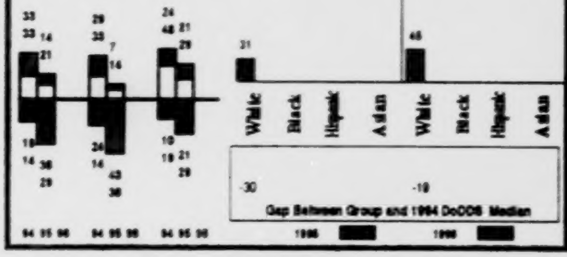
The goal is to improve teacher knowledge in regard to working with cc:Mail and Word 6.0. Training for the entire faculty has taken place in cc:Mail, to include storingmessages, attachments, retrieval, and mailbox administration. Many teachers are using these skills in their everyday educational work activities. Training in Word 6.0 is forthcoming. The plan is on track.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	63.8	61.1	64.7	61	67.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

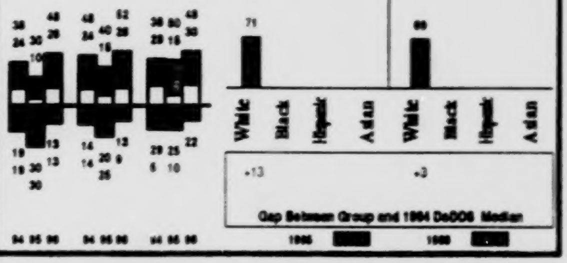
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68	76	75	66	65
District	65.3	66.7	65.3	64.3	65.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	23	23	23	23	23

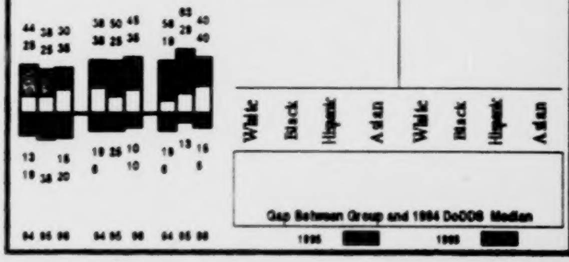
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	60.7	74	68	69.7	63.5
District	68.4	67.6	75	72	74
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	20	20	20	20	20

Percent of Students in Each Quarter



SAT Results					
% Participating	1994	100%	72%	66%	42%
	1995	100%	75%	64%	41%
Math Avg Score	1994	448	476	472	479
	1995	486	510	480	482
Verbal Avg Score	1994	417	434	430	423
	1995	460	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ankara ES/HS
DoDDS UNIT 7010
APO AE 09822-7010

DSN Phone:
672-2148-ES 672-4114-HS

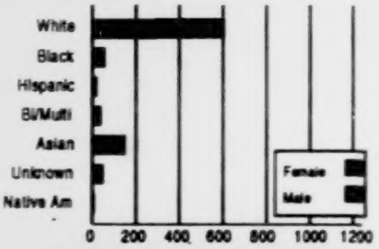
Commercial Phone:
3122872532

DEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	94	20	724.8	20%	25%	40%	15%	0%
5	95	9	*	11%	67%	11%	11%	0%
5	96	9	*	22%	56%	22%	0%	0%
8	94	18	834.4	50%	39%	11%	0%	0%
8	95	13	680.2	54%	0%	8%	23%	15%
8	96	12	792	25%	42%	33%	0%	0%
10	94	17	870.3	82%	12%	0%	6%	0%
10	95	10	746.2	20%	60%	10%	0%	10%
10	96	9	*	33%	56%	11%	0%	0%

Department of Defense Education Activity
Bahrain Elementary/High School (K-12)
1995/96 School Profile
Carl Albrecht, Principal

School Characteristics

Student Enrollment - 924



Special Programs			
PK-12	**Special Education**	24	3%
K-8	TAG	0	0%
K-12	ESL	57	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		62	
Students Taking AP Courses		150	61%

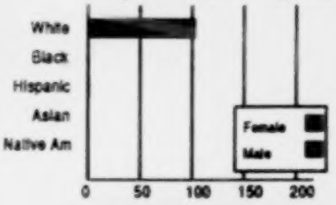
Grade	
K	40
1	50
2	49
3	47
4	59
5	64
6	50
7	63
8	66
9	69
10	125
11	121
12	121
Total	924

Mobility Rate
20% Per Year

Sponsor's Affiliation	
Marine	<5%
Army	1%
Navy	20%
Air Force	1%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	21%
Non-US Civilians	57%

Teacher Experience	
New	0
1-3	5
4-6	25
7-10	5
> 10	40

Professional Staffing



School Staff	
Administrators	3
Classroom Teachers	61.5
Special Education	3
Other Professionals	7.75

Teacher Education	
Degree	
BA/BS	**41%**
MA/MS	**56%**
Doctorate	**3%**

Principal's Highlights

From the beginning of SY 95/96, the School Improvement implementation procedures have been the domain of a School Improvement Team, comprised primarily of department chairs, student and parent representation, and members of the military community. Working closely with the DoDEA SIP Coordinator and administration, the SIP served, in facilitating communication about the School Improvement Plan both within and without the community. All efforts pertaining to the above will continue during SY 96/97, with subsequent modification and adaption as the need arises. The school additionally welcomes the Staff Development training scheduled for orientation week. Said training will enhance effective implementation of Action Plans and SIT Operations.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Teachers are using cooperative groups to teach problem solving skills in various academic areas. This strategy is bing implemented on a school-wide basis. All students are also being instructed in the use of oral presentation skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Teachers are using cooperative groups to teach problem solving skills in Math and Science. The SIP committee decided to delete the Strategy 'simulation activities' from the SIP.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The school will purchase standard notebooks to be used as homework logs for grades 5-12. Other grade levels will develop their own format for a homework log.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All staff members have been trained in the use of cc:Mail. Teachers are given various opportunities to use cc:Mail on a daily basis.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**85%**	**13%**	**2%**
Math	**78%**	**15%**	**6%**
Science	**73%**	**21%**	**5%**
Social Studies	**77%**	**16%**	**3%**
School Communications	**79%**	**17%**	**4%**

Benchmark 10.8: Establish Technology for teachers and administrators

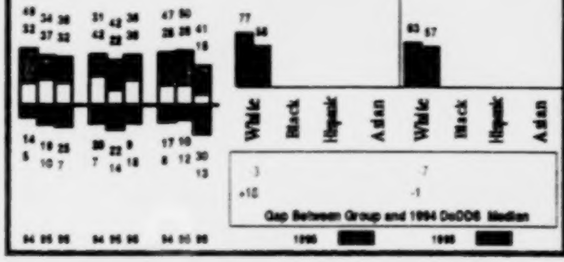
The teachers are allocating class time for students to access technology. This is done in the regular classroom, library, and computer labs.

CTBS Test Results

Grade 3

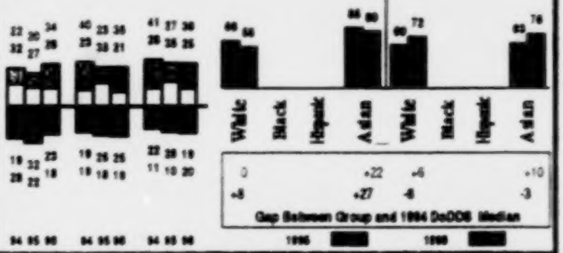
1996 Median Percentiles	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
for: **School**	63.3	65.2	62	62.5	60
District	63.8	61.1	64.7	61	67.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	44	44	46	46	46

Percent of Students in Each Quarter



Grade 7

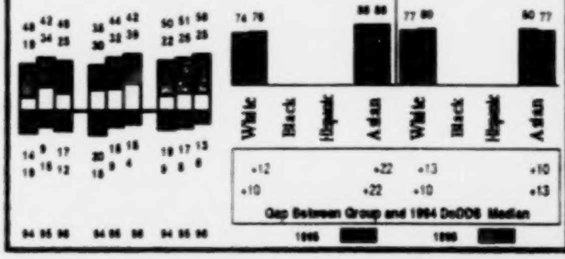
1996 Median Percentiles	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
for: **School**	56	59	65	59.5	67
District	65.3	66.7	65.3	64.3	65.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	62	63	64	64	64



Grade 11

1996 Median Percentiles	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
for: **School**	72.7	67.2	80.6	76.1	77.5
District	68.4	67.6	75	72	74
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	112	113	117	117	117

Percent of Students in Each Quarter



SAT Results

% Participating	1994	64%	72%	68%	42%
	1995	71%	75%	64%	41%
Math Avg Score	1994	483	476	472	479
	1995	528	510	480	482
Verbal Avg Score	1994	437	434	430	423
	1995	447	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bahrain ES/HS
PSC 451
FPO AE 09834-5200

DSN Phone:

Commercial Phone:
727828

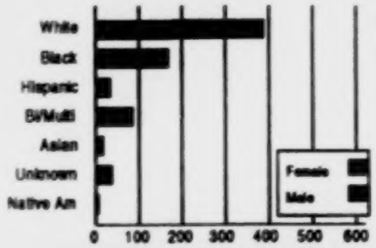
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	94	52	767.3	17%	60%	21%	2%	0%
5	95	52	753.8	23%	60%	12%	4%	2%
5	96	58	771.1	45%	48%	7%	0%	0%
8	94	64	801.8	44%	31%	17%	8%	0%
8	95	46	782.7	33%	15%	30%	22%	0%
8	96	68	795.7	34%	32%	29%	4%	0%
10	94	112	854.4	71%	17%	7%	5%	0%
10	95	111	849.3	51%	38%	10%	2%	0%
10	96	124	808.9	39%	43%	14%	3%	1%

Department of Defense Education Activity
Incirlik Elementary School (PK-6)
1995/96 School Profile
Jean Waddell, Principal

School Characteristics

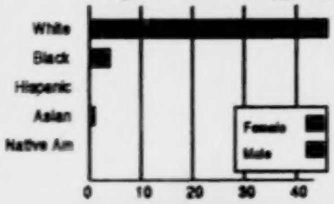
Student Enrollment - 716



Grade	
PreK	17
K	118
1	108
2	101
3	103
4	94
5	99
6	76
Total	716

Sponsor Affiliation	
Marine	<5%
Army	1%
Navy	<5%
Air Force	94%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	5%
Non-US Civilians	<5%

Professional Staffing



School Staff	
Administrators	2
Classroom Teachers	30
Special Education	5
Other Professionals	10

Special Programs

PK-12	Special Education	100	14%
K-8	TAG	0	0%
K-12	ESL	18	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
43% Per Year

Teacher Experience Yrs	
New	1
1-3	3
4-6	2
7-10	5
> 10	36

Teacher Education Degree	
BA/BS	37%
MA/MS	61%
Doctorate	2%

Principal's Highlights

The faculty and staff at Incirlik Elementary School has done a fabulous job implementing our School Improvement Plan. We know that this living document has all stakeholders committed to the strategies we have developed. We enjoyed a successful visit from the ODE directed FOCUS team. This visit provided us with validation of our hard work.

Our two school anthologies were well received and our community was strengthened as a result of our partnership with our science mentors.

Our staff and students have become well acquainted with cc:Mail and the benefits of this technological tool.

In the future we look forward to fine-tuning this "map" in an effort to provide an equitable and fine quality education for all.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship
Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.
Consider alternative style for our anthology, perhaps to combine with yearbook. Increase articulation for use of DOL, evaluate strategies after return of CTBS.

Goal 4: Math And Science Achievement
Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.
Move into year long study of contribution of women in society with an emphasis on women in Science and Math field. Reflect/evaluate overall merits and limitations of our Science mentorship program. Review to determine if this strategy is powerful enough to improve achievement.

Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Complete construction of and supply a parent center to be located adjacent to the school cafeteria.

Goal 10: Organizational Development
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
Admin and clerical will become more familiar with all of the functions of cc:Mail to include attaching and retrevial of documents. DSO will provide in-service support.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**67%**	**24%**	**3%**
Math	**67%**	**22%**	**4%**
Science	**54%**	**26%**	**7%**
Social Studies	**54%**	**29%**	**4%**
School Communications	**66%**	**25%**	**9%**

Benchmark 10.8: Establish Technology for teachers and administrators

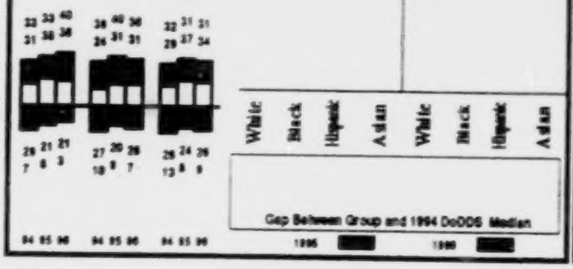
Continue to train students and staff on cc:Mail, specifically through windows. Lan more work stations.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67.3	64.2	59.8	70.2	65.5
District	63.8	61.1	64.7	61	67.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	87	88	88	88	88

Percent of Students in Each Quarter

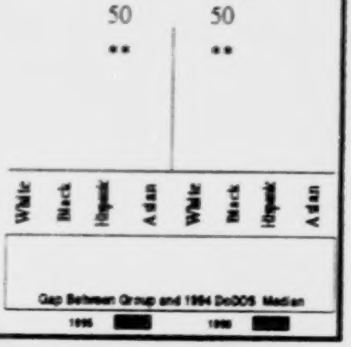


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	65.3	66.7	65.3	64.3	65.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

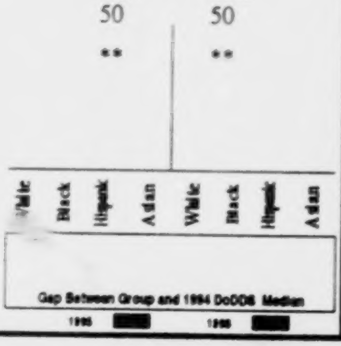


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	68.4	67.6	75	72	74
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
% Participating	1994	N/A	72%	66%	42%
	1995	N/A	75%	64%	41%
Math Avg Score	1994	N/A	476	472	479
	1995	N/A	510	480	482
Verbal Avg Score	1994	N/A	434	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Indrlik ES
PSC 94
APO AE 09824-0005

DSN Phone:
676-6449/3109

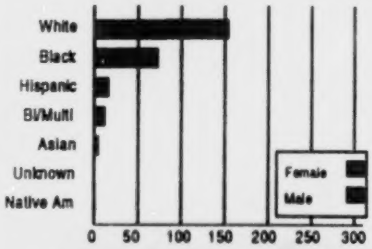
Commercial Phone:
322-316-6449/3109

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	78	720.8	8%	61%	20%	11%	1%
5	96	88	754.7	32%	61%	5%	2%	0%

Department of Defense Education Activity
Incirlik High School (7-12)
1995/96 School Profile
Samuel Menniti, Principal

School Characteristics

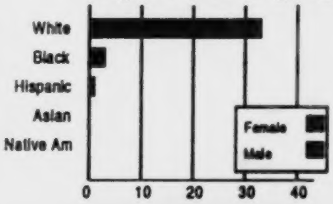
Student Enrollment - 261



Grade	#
7	67
8	68
9	44
10	31
11	27
12	24
Total	261

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	92%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	16	6%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		6	
Students Taking AP Courses		32	62%

Mobility Rate
34% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	4
4-6	2
7-10	2
> 10	13

School Staff

Category	FTE
Administrators	2
Classroom Teachers	19
Special Education	1.5
Other Professionals	1

Teacher Education

Degree	% Teachers
BA/BS	36%
MA/MS	59%
Doctorate	5%

Principal's Highlights

The School Improvement Process at Incirlik High School has had the involvement of educators, parents, students and staff. I am heartened by the changes I see around the school as a result of this effort.

As a result of our school improvement initiatives the school has created a climate and culture which is necessary to support teaching and learning.

The implementation of the mentoring program at Incirlik High School has been highly successful. The program focus on student attendance and underachieving students has made significant gains our average daily attendance rate and in the grade point averages of the students involved in the program.

Community Partnerships have increased as a result of this year's school improvement efforts. The school and community worked hard at providing several educational events at the school.

DoDEA Strategic Plan: School Improvement Implementation School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

3.1 Writing Across the Curriculum: The strategy's two components are writing weekly in all classes and integrating technology use via use of word processing for written work. Writing Assessment results from SY 94/95 were favorable; Word-processing has extended in many cases to attaaching documents to cc:Mail messages for submission.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

4.2 Mentoring Program:On-going since Jan, the program is divided into two parts: A. Attendance group -- students absent significantly more than their peers; B. GPA group , with 2nd qtr GPA of 1.86 or lower. After one full grading period, there has been success in both groups, but also awareness of a group unresponsive to the program as constituted.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent, student and community involvement on the SIT have increased. Programs such as Health Day have brought the community to the school to interact with students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

10.7 Communication: 100% of the teaching staff is using cc:Mail for at least in-school communication; many communicate outside the school on a regular basis using cc:Mail, including e-mail use outside cc:Mail network.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	72%	23%	4%
Math	73%	18%	6%
Science	72%	18%	6%
Social Studies	71%	20%	5%
School Communications	71%	21%	5%

Benchmark 10.8: Establish Technology for teachers and administrators

10.8 Technology : Technology committee has met, and has identified the materials needed for upgrading the information delivery system from retrieval to transmission. Assessment of current state of staff expertise and in-service needs with respect to technology is currently on-going.

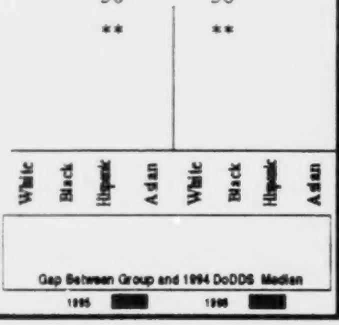
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	63.8	61.1	64.7	61	67.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

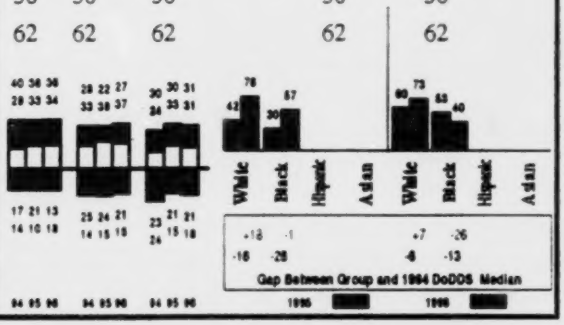
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	65.4	62.5	62.7	72	61.3
District	65.3	66.7	65.3	64.3	65.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	62	62	62	62	62

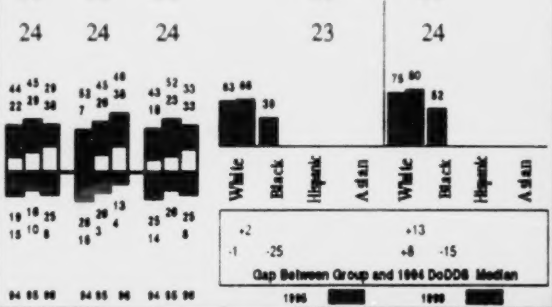
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	63	70	69.5	64.7	73
District	68.4	67.6	75	72	74
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	24	24	24	23	24

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	73%	72%	66%	42%
	1995	79%	75%	64%	41%
Math Avg Score	1994	526	476	472	479
	1995	482	510	480	482
Verbal Avg Score	1994	482	434	430	423
	1995	433	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Incirlik HS

PSC 94

APO AE 09824-0005

DSN Phone:
676-6484/6330

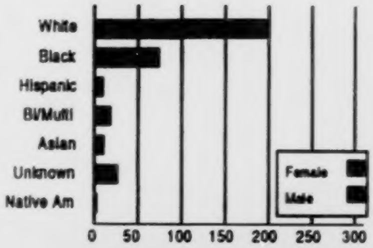
Commercial Phone:
322-316-6330/6484

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	44	724.1	14%	41%	23%	18%	5%
8	95	50	784.3	38%	22%	22%	16%	2%
8	96	55	779.6	20%	33%	47%	0%	0%
10	94	41	797	27%	42%	22%	10%	0%
10	95	38	787.4	21%	32%	34%	13%	0%
10	96	28	789.9	29%	29%	39%	4%	0%

Department of Defense Education Activity
Izmir Elementary/High School (K-12)
1995/96 School Profile
Allen Davenport, Principal

School Characteristics

Student Enrollment - 342



Special Programs			
Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	14	4%
K-8	TAG	0	0%
K-12	ESL	8	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		3	
Students Taking AP Courses		12	47%

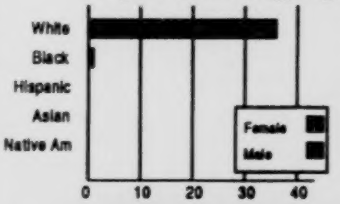
Grade	
K	41
1	27
2	42
3	32
4	34
5	22
6	26
7	22
8	21
9	28
10	22
11	12
12	13
Total	342

Mobility Rate
36% Per Year

Sponsor's Affiliation	
Marine	<5%
Army	38%
Navy	<5%
Air Force	46%
Coast Guard	<5%
Non-US Military	1%
US Civilians	8%
Non-US Civilians	7%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	0
> 10	29

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	22
Special Education	1
Other Professionals	5.5

Teacher Education	
Degree	Teachers
BA/BS	19%
MA/MS	78%
Doctorate	4%

Principal's Highlights

Throughout SY 95/96, students, teachers and parents were designed to support Strategic Plan and the DoDEA Benchmarks (BM). Although not inclusive of all the school activities that took place, the following is a cursory overview of events.

School Night '95:
A SAC Sponsored event to disseminate pertinent information to the community. Areas discussed: procedures to address classroom and school level concerns, CTBS (1995) results as compared to the District, Europe, DoDDS world-wide and advanced and middle school classes, small school advantages/disadvantages, proposed new school (BM 8.1).

Bridging the Gap:
A parent sponsored initiative designated to organize a cadre of community volunteers to serve as resources to promote: appreciation of diverse cultures and ethnic group, develop and apply problem-solving skills, access and process information using available technology, assist in developing physical, mental and social wellness (BM 8.1, 4.2, 3.12, 3.10).

Parent Center:
Computer and literature for parents and volunteers. To be renamed the School Home Partnership Center for SY 96/97 (BM 8.1).

Math Family Night:
Parents and students (Grades 1/2) involved with problem solving concepts found in the Mathland program (BM4.3).

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship
Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.
Izmir American School focused on Language Arts. Teachers this year focused on integration of writing into all areas of the curriculum. IAS had an inservice from Dr. Gibbons on the writing process. There was a Young Authors' Conference that culminated this year's emphasis on writing which rewarded many of the students who "published" their own piece of writing.

Goal 4: Math And Science Achievement
Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp
A new program called "Bridging the Gap" brought community members into the classrooms to work with the students. Students were exposed to a variety of members from diverse cultures and ethnic groups. Also, a new math program was emphasized which focused on meeting all of the students' needs. Several in-services, workshops, and open forums addressed the needs in Math.

Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership
The opening of a "Parent Center" was a great accomplishment this year. The Parent Center was successfully accomplished due to the efforts of parents, administration, teachers, and community members. The room provides parents a place to feel welcomed, informed and appreciated. Many parents also participated in "Bridging the Gap" and volunteered in the classrooms.

Goal 10: Organizational Development
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
The Parent Center was connected to the mini-network allowing a flow of information via electronic mail between parents and parents, parents and teachers, parents and administrators, and parents and students. Parent issues were addressed in several open forums. Administrators and parents were invited and encouraged to attend select curriculum workshops.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	65%	25%	9%
Math	64%	25%	10%
Science	47%	33%	13%
Social Studies	52%	28%	9%
School Communications	50%	38%	13%

Benchmark 10.8: Establish Technology for teachers and administrators

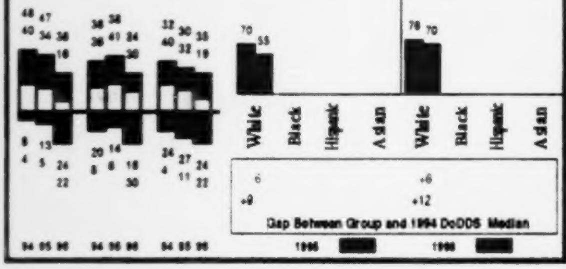
The Parent Center was hooked up to the school's mini-network and allowing teachers to communicate via electronic mail to both parents and students. Every student in grades K-12 was given an electronic mail box and instructed on how to communicate using electronic mail. Students in classes across all grade levels learned word processing, keyboarding and computer information.

CTBS Test Results

Grade 3

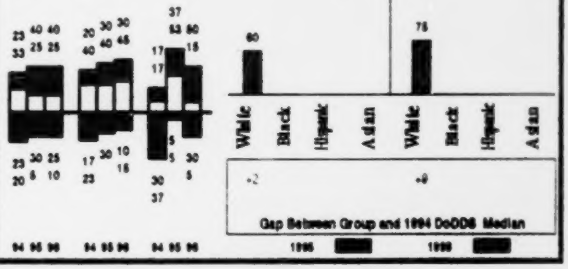
1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: **School**	55	53	65	41	55
District	63.8	61.1	64.7	61	67.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	37	37	37	37	37

Percent of Students in Each Quarter



Grade 7

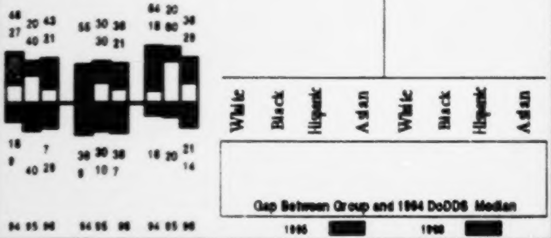
1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: **School**	61	68	68.5	45	71
District	65.3	66.7	65.3	64.3	65.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	20	20	20	20	20



Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: **School**	74	59	63	61	60
District	68.4	67.6	75	72	74
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	14	14	14	14	14

Percent of Students in Each Quarter



SAT Results		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	100%	72%	66%	42%
	1995	76%	75%	64%	41%
Math Avg Score	1994	457	476	472	479
	1995	404	510	480	482
Verbal Avg Score	1994	439	434	430	423
	1995	368	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Izmir ES/HS
PSC 88
APO AE 09821-0005

DSN Phone:
675-3209

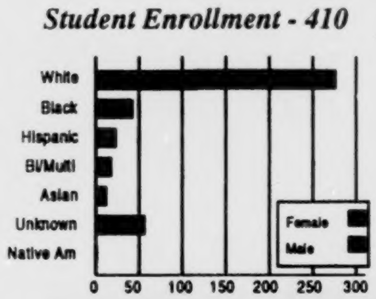
Commercial Phone:
232-4251-680 (ES)/680(HS)

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	94	31	766.3	26%	48%	19%	7%	0%
5	95							
5	96	19	732.9	32%	47%	16%	5%	0%
8	94	21	762	38%	29%	14%	14%	5%
8	95	31	738.5	32%	26%	26%	10%	7%
8	96	17	817.8	41%	35%	24%	0%	0%
10	94	21	736.7	33%	29%	29%	0%	10%
10	95	15	821.2	33%	40%	20%	7%	0%
10	96	18	837.2	44%	50%	6%	0%	0%

Department of Defense Education Activity
Lajes Elementary School (PK-6)
1995/96 School Profile
Susan Ussery, Principal

School Characteristics

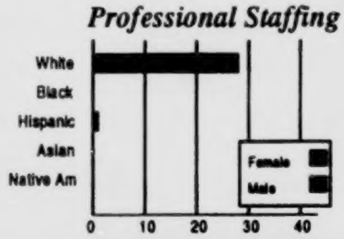
Student Enrollment - 410



Grade	
PreK	6
K	66
1	70
2	57
3	63
4	68
5	41
6	39
Total	410

Sponsor's Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	95%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered			
PK-12	Special Education	53	13%
K-8	TAG	0	0%
K-12	ESL	6	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
49% Per Year

Teacher Experience	
Years	
New	0
1-3	0
4-6	4
7-10	1
> 10	24

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	2
Other Professionals	6.5

Teachers Education	
Degree	
BA/BS	33%
MA/MS	67%
Doctorate	0%

Principal's Highlights

Developed & implemented:
- School-Wide Writing Procress and holistic scoring for grades K-6 developed.
- Student Writing Portfolios across four content areas.
- Technology Skill Scope & Sequence
- Family Math Program initiated.
- Math Puzzler Program
- Initial Intervention Strategies Program
- Voice Mail maintained and expanded.
- Monthly Planner continued.
- Connection to World Wide Web begun, and school home page established.
- Computers within school networked in classrooms and lab.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.
- Maintenance of a School Wide Writing Process (SWWP) with both Teachers and Students understanding the SWWP.
- Maintenance and use of the Written Communications Portfolio to include student self assessment.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.
- Inservice training in Mathland and Cooperative Learning Strategies.
- Computer technology resources expanded.
- Parent training modules continued.
- Standardize testing preparation.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
- Workshops for parents which included Families and Schools Together, and Family Math.
- Parent room maintained.
- Maintenance of voice mail for use by the community 24 hr. a day.
- Increased membership and participation in PTSA.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
- Published and distributed a monthly planner to each family and other community members.
- Grade level articulation maintained through monthly meetings.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**67%**	**23%**	**4%**
Math	**71%**	**22%**	**2%**
Science	**51%**	**29%**	**7%**
Social Studies	**55%**	**27%**	**5%**
School Communications	**65%**	**28%**	**7%**

Benchmark 10.8: Establish Technology for teachers and administrators

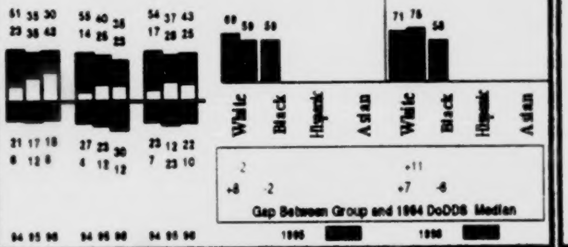
- * Staff Inservices in technology held throughout the year.
- * Daily bulletin on cc:Mail.
- * Software selection committeereviews materials.
- * LAN capabilities in most of classrooms.
- * A computer in every classroom.
- * Installation of Internet access.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	59.5	59	71.3	60	72.5
District	63.8	61.1	64.7	61	67.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	60	60	60	60	60

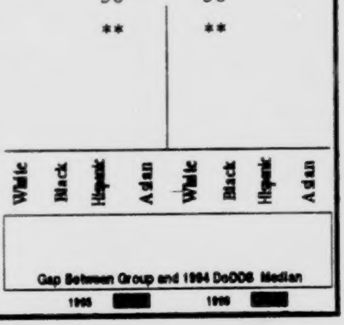
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	65.3	66.7	65.3	64.3	65.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

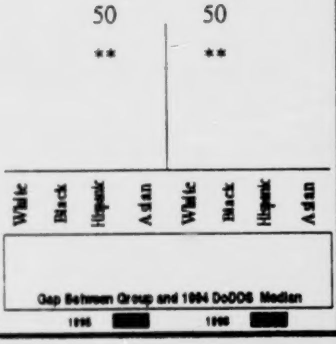


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	68.4	67.6	75	72	74
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	72%	66%	42%
	1995	N/A	75%	64%	41%
Math Avg Score	1994	N/A	476	472	479
	1995	N/A	510	480	482
Verbal Avg Score	1994	N/A	434	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lajes ES
UNIT 7725
APO AE 09720-0005

DSN Phone:
245-6216

Commercial Phone:
95-52101

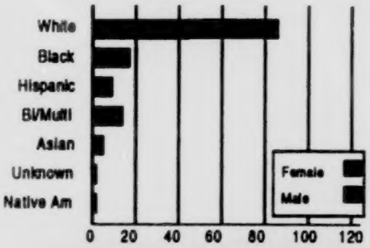
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	94							
5	95	39	697.7	8%	44%	21%	28%	0%
5	96	41	716.3	17%	51%	27%	5%	0%

Department of Defense Education Activity
Lajes High School (7-12)
1995/96 School Profile
Gilbert Fernandes, Principal

School Characteristics

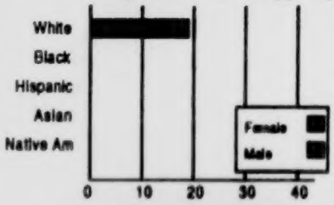
Student Enrollment - 135



Grade	[illegible]
7	41
8	25
9	23
10	20
11	17
12	9
Total	135

Sponsor's Affiliation	
Marine	<.5%
Army	1%
Navy	1%
Air Force	89%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	[illegible]	[illegible]	[illegible]
PK-12	Special Education	10	7%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		2	
Students Taking AP Courses		6	23%

School Staff

Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	0.5
Other Professionals	1.5

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	1
> 10	14

Mobility Rate
33% Per Year

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	67%
Doctorate	0%

Principal's Highlights

Increased writing across the curriculum.

Encouraged the use of word processing across the curriculum.

Emphasized the completion of student work prior to assessments.

Increase use of visual mathematical notation across the curriculum.

Specific days set aside for parent conferences to improve home/school partnership.

Success Endeavor Initiative was evaluated by Area Superintendent's Office.

Initiated a monthly Stakeholders' meeting with base organizations not normally involved in school issues.

Expanded the use of technology in communication with staff.

Encouraged the implementation of new technologies for classroom use.

Published a monthly course content calendar to encourage collaborative teaching across the curriculum.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Implementation of five-point rubrics has increased the length and accuracy if written responses. Computer generated assignments have made students more aware of errors in punctuation, spelling, and grammar. Use of take home essay by Language Arts Department has involved parents with the editing process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The use of graphs, charts, and tables across the curriculum was a means to broaden awareness of math in all subject areas. Examples of use were provided to non-math teachers for implementation. In addition we tracked the number of students in math who were eligible for retesting through our Success Endeavor Initiative which will continue into next school year.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Logs were kept of telephone and individual conferences with parentsduring 3rd quarter. Far fewer failing grades on report card than indicated at mid quarter interim reports. "Good News" postcards are mailed to parents of students showing high achievement or improvement. Voice mail implemented in May, 1996 to provide a homework hot line which will continue to SY 96-97.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly content calendars were published beginning in March, 1996. Teachers included instructional goals and topics to be covered. Participation was 100% by teachers. Encouraging teaching across the curriculum and promoting the sharing of ideas are two goals of this strategy. This will continue in SY 96-97.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	79%	20%	1%
Math	54%	29%	17%
Science	65%	32%	2%
Social Studies	68%	29%	0%
School Communications	78%	17%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

CC:Mail has been incorporated in our school to facilitate communication between students, administration, and teachers. Training was offered for cc:Mail, Microsoft Word and Works. Internet has been lmade available to students and teachers. Teachers have been provided with training both training and access to Integrade.

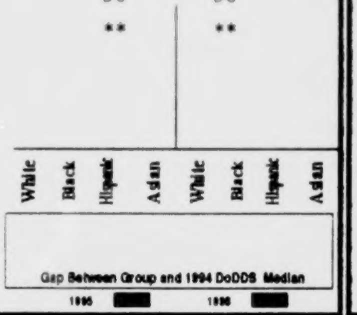
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	63.8	61.1	64.7	61	67.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

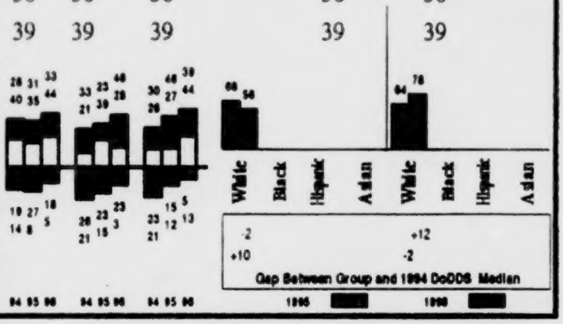
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	66.7	71.7	69	51.5	71.7
District	65.3	66.7	65.3	64.3	65.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	39	39	39	39	39

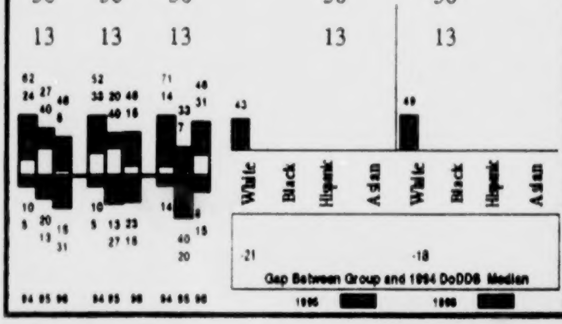
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	67	62	71	61	69.5
District	68.4	67.6	75	72	74
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	13	13	13	13	13

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	59%	72%	66%	42%
	1995	100%	75%	64%	41%
Math Avg Score	1994	440	476	472	479
	1995	498	510	480	482
Verbal Avg Score	1994	373	434	430	423
	1995	465	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lajes HS
UNIT 7725
APO AE 09720-7725

DSN Phone:
245-4151

Commercial Phone:
95-540100

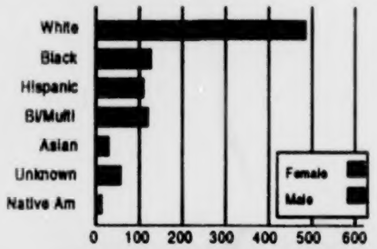
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
8	94	28	765.1	32%	39%	14%	11%	4%
8	95	30	767.2	40%	27%	20%	10%	3%
8	96	27	738.5	4%	56%	37%	0%	4%
10	94	27	795.9	19%	52%	26%	4%	0%
10	95	21	781.9	19%	33%	29%	19%	0%
10	96	17	789.9	18%	53%	29%	0%	0%

Department of Defense Education Activity
Rota Elementary School (PK-6)
1995/96 School Profile

Barbara Rudometkin, Principal

School Characteristics

Student Enrollment - 921



Special Programs Grade Offered			
PK-12	**Special Education**	99	11%
K-8	**TAG**	218	24%
K-12	**ESL**	31	3%
1	**Reading Recovery**	12	8%
7-12	**AVID**	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

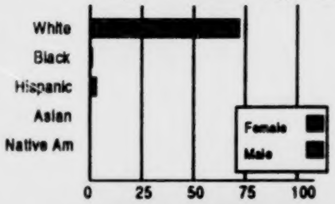
Grade	#
PreK	11
K	128
1	157
2	125
3	147
4	126
5	122
6	105
Total	921

Mobility Rate
34% Per Year

Sponsor's Affiliation	
Marine	3%
Army	<.5%
Navy	88%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience Year	Teacher
New	
1-3	0
4-6	0
7-10	3
> 10	56.5

Professional Staffing



School Staff Category	FTE
Administrators	3
Classroom Teachers	39
Special Education	6
Other Professionals	12

Teacher Education Degree	% Teachers
BA/BS	**42%**
MA/MS	**58%**
Doctorate	**0%**

Principal's Highlights

The School Improvement Plan was established in November with full faculty and community participation. The main areas of emphasis this year included: writing across the curriculum and the use of portfolios; an emphasis on the school-home partnership to promote membership in the PTO and increase parent participation in Reading Millionaires; and technology education for students and staff. At the end of the first year the major area of success was in writing achievement at all grade levels. We have also established baseline data for parent participation in PTO and Reading Millionaires. Our CTBS scores in Reading, Language, and Spelling have increased as have those in Science and Social Studies. Our plans for next year include the implementation of the TESA course (Teacher Expectations and Student Achievement) through in-service training to close the gap in science as well as the promotion of training in technology for staff and students. There will be a continued emphasis on writing improvement and parent participation.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Each student's writing (K-6) is assessed in the fall & spring; all students are assessed in personal experience writing; students in grades 4-6 are also assessed in persuasive writing. Students write in all curricular areas for a variety of purposes. Portfolios have been used in all classrooms. This year's writing scores will be our baseline scores for next year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Following much discussion of the significance of this benchmark for our school, the staff decided to use a DSO/ PDK sponsored program titled TESA as a strategy. The entire staff has agreed to enroll in this class during the next four years. We have begun checking on each student's science grades to establish a baseline for next year's progress report.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The strategies selected were to increase participation in the PTO and to include parents in our "Reading Millionaires Program Program."

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

At school level we have begun staff submissions to the Daily Bulletin and Parent Newsletters, work order requests to the office, and other interschool communications by cc:Mail. All local staff are also encouraged to use cc:Mail for communicating with District, Area and Headquarters staff. The number of items received from teachers may be used as baseline data for 96/97.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	64%	27%	7%
Math	55%	27%	13%
Science	52%	29%	9%
Social Studies	47%	31%	9%
School Communications	58%	29%	13%

Benchmark 10.8: Establish Technology for teachers and administrators

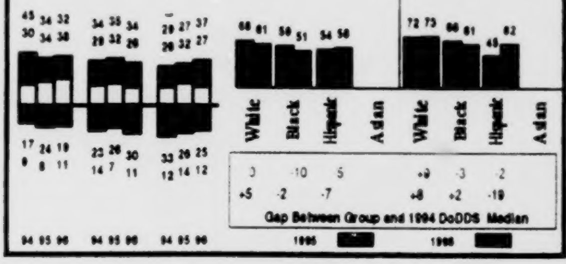
Course work and in-service presentations have been carefully planned to increase teachers' knowledge of technology in general as well as specific software items which may be of use. Facility in using technology features of the school (computer lab and media center) will be covered in detail. Student use of the computer will be evaluated by teachers.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	63.7	58.5	65	60.7	72
District	63.8	61.1	64.7	61	67.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	140	140	139	140	140

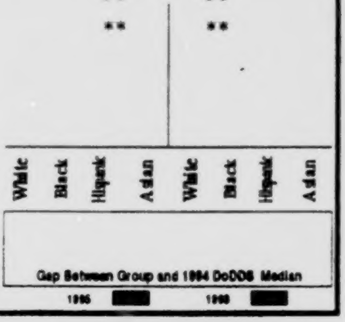
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	65.3	66.7	65.3	64.3	65.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

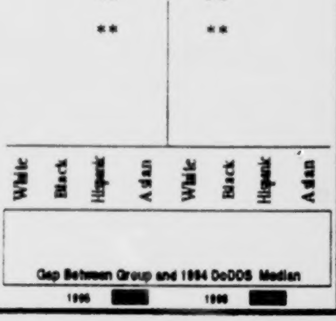


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	68.4	67.6	75	72	74
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	72%	66%	42%
	1995	N/A	75%	64%	41%
Math Avg Score	1994	N/A	476	472	479
	1995	N/A	510	480	482
Verbal Avg Score	1994	N/A	434	430	423
	1995	N/A	445	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Rota ES
PSC 819, BOX 19
FPO AE 09645-0005

DSN Phone:
727-4185/7

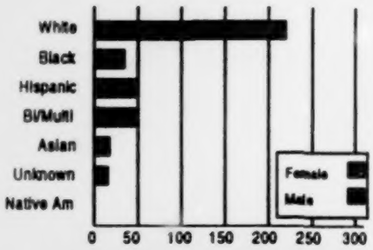
Commercial Phone:
56-824-185/7

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	106	755.6	23%	50%	20%	7%	1%
5	95	114	734.5	18%	57%	15%	7%	0%
5	96	102	702	27%	54%	9%	6%	5%

Department of Defense Education Activity
Rota High School (7-12)
1995/96 School Profile
Gene Perillo, Principal

School Characteristics

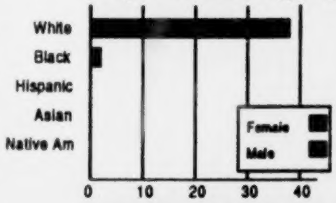
Student Enrollment - 389



Grade	#
7	87
8	79
9	74
10	62
11	51
12	36
Total	389

Sponsor's Affiliation	
Marine	1%
Army	<.5%
Navy	77%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	26.5
Special Education	2
Other Professionals	4

Special Programs			
Grade Offered	[illegible]		
PK-12	Special Education	30	8%
K-8	TAG	0	0%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		5	
Students Taking AP Courses		28	32%

Teacher Experience	
Years	[illegible]
New	8
1-3	2
4-6	3
7-10	11
> 10	13

Mobility Rate
25% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	31%
MA/MS	69%
Doctorate	0%

Principal's Highlights

The School Improvement Plan was established in November with full community participation. The major areas of emphasis this school year were: Student Achievement in Language Arts, Math/Science Achievement, Parental Participation, Accountablility, Organizational Development, Communications, and Technology.

The major area of student achievement continues to be in Language Arts-based on writing assessments and special recognitions. DGF students have excelled with a variety of writing achievements documented.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Our school determined to use Writing Across the Curriculum to reach this goal. Students are given direct instruction from all teachers on essay writing. Each student's writing is assessed quarterly.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We continued to practice, a schoolwide Cornell method of notetaking, as well as emphasizing a particular study skill and test-taking strategy each month. Much of this instruction will take place in the Seminar period of our new modified block schedule.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

We are expanding resources available for parents in our Parent Partnership Center. The Adopt-A-School initiative will continue next school year, utilizing a community member as a contact person to match classes with volunteers/command units.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We began a Spanish version of our parent newsletter that we will offer again next year. We also will have a voice mail system in place in September that will be implemented in Phases. Phase I will be for general information including the calendar, co and extra curricular events, and lunch menus.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**57%**	**37%**	**7%**
Math	**63%**	**22%**	**15%**
Science	**61%**	**25%**	**11%**
Social Studies	**63%**	**26%**	**8%**
School Communications	**60%**	**30%**	**11%**

Benchmark 10.8: Establish Technology for teachers and administrators

This year we increased our distance ed participation with students taking courses in AP Pascal, Pascal, SRS and Economics, raising the conciousness of the faculty and student body regarding this program . We found a commercial provider for Internet service and did some training for the faculty and demonstrated Internet access for students.

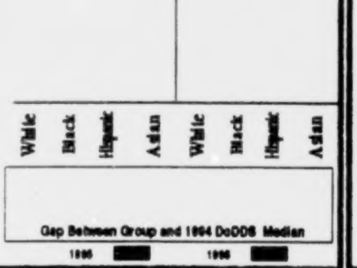
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	63.8	61.1	64.7	61	67.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

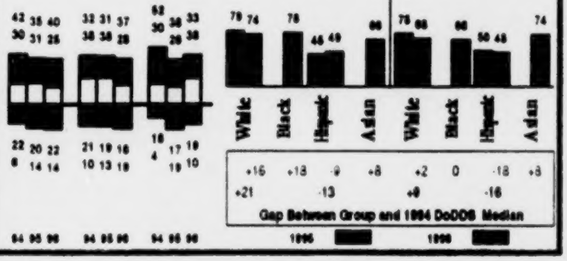
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67	66	64.6	74	65.1
District	65.3	66.7	65.3	64.3	65.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	81	81	81	81	81

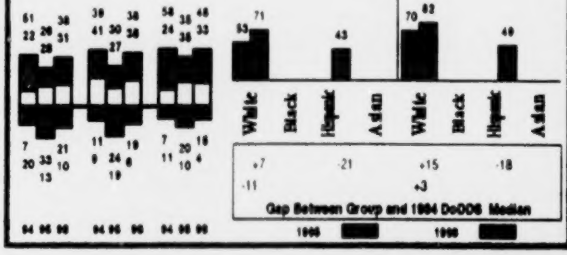
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	67	74.8	66.3	76
District	68.4	67.6	75	72	74
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	48	48	48	48	48

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	66%	72%	66%	42%
	1995	61%	75%	64%	41%
Math Avg Score	1994	460	476	472	479
	1995	518	510	480	482
Verbal Avg Score	1994	422	434	430	423
	1995	471	445	435	428

Notes

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SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Rota HS
PSC 819, BOX 63
FPO AE 09645-0005

DSN Phone:
727-4181/4183

Commercial Phone:
56-824-181/3

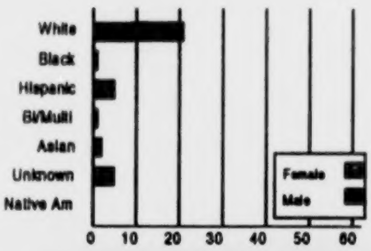
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	62	765.1	26%	45%	13%	15%	0%
8	95	73	795.9	47%	19%	21%	14%	0%
8	96	71	801.1	35%	44%	18%	1%	1%
10	94	43	783.6	37%	21%	30%	9%	2%
10	95	64	825.2	31%	47%	22%	0%	0%
10	96	59	825.3	32%	61%	7%	0%	0%

Department of Defense Education Activity
Sevilla Elementary School (K-8)
1995/96 School Profile

Rosemary Letonoff, Principal

School Characteristics

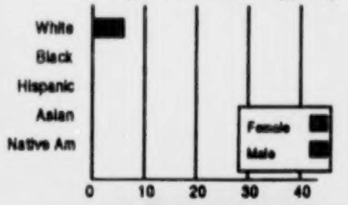
Student Enrollment - 35



Grade	
K	4
1	2
2	3
3	1
4	6
5	1
6	7
7	4
8	7
Total	35

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	6%
Air Force	89%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grades Offered			
PK-12	Special Education	1	3%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
23% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	2

School Staff

Category	FTE
Administrators	1
Classroom Teachers	3.5
Special Education	
Other Professionals	0.5

Teacher Education

Degree	Teachers
BA/BS	100%
MA/MS	0%
Doctorate	0%

Principal's Highlights

This year, the technology advances in the curriculum of Sevilla E/JHS have had the single most dramatic effect on learning. Through the generosity of the Base Commander, every class gets computer training twice a week from TSGT Henderson, the Base computer specialist. Students are now successfully using their skills in Word, Excel, and Powerpoint to enhance their learning and their ability to produce quality creative writing and reports in the core subjects. The quality of our student writing this year has surpassed all our expectations. Additionally, the carefullly planned weekly instruction/practice in the 4 modes of writing have added to student writing success. (Benchmark 10.8 & 3.1)
This year, concentrated efforts have been made to welcome community volunteers into our school. The quantity and quality of parent/staff interaction and communication have increased dramatically, with parents and community members frequently stating that they feel totally informed and are contributing members of our team.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The Four Modes of discourse & listed strategies were taught, learned, & used. The Writing process is being used on a regular basis, with final product done on the computer. Student newspaper and literary magazine featured finished writing from every student. Finished student creative writing is displayed regularly in halls and classrooms.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Cooperative learning and problem solving inservice is completed. Students/teachers learned and practiced 2 new strategies per month for last 3 months. A Tutorial Program was established with low achievers regularly scheduled for help. After school homework help aided students who had difficulty completing work.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Approximately 80% of the parents volunteered their services in some capacity during this year. This was a marked increase from previous years. Our Parent Resource center is up and running, complete with a team of volunteers to keep it functional. Three persons received FAST training and are planning to train others next year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The quantity and quality of written communication increased dramatically this year, with parents stating that they feel they are well-informed about the school. Plans are currently being developed for patent/staff discussion groups and speakers for next year. An exit questionnaire will be utilized.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	44%	31%	25%
Math	69%	31%	0%
Science	63%	13%	25%
Social Studies	53%	20%	27%
School Communications	37%	6%	56%

Benchmark 10.8: Establish Technology for teachers and administrators
All staff members have access to cc:Mail and have been trained in its use. They have also been trained in Microsoft word. All students have had regular computer training and daily use of the computer . Students now use the computer for work in most of the core subjects. Students in grades 4-8 are trained and regularly use Word, Excel, and PowerPoint.

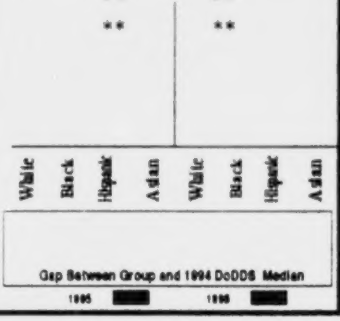
CTBS Test Results

Grade 3

	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	63.8	61.1	64.7	61	67.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

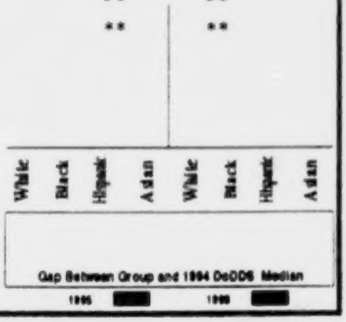
NOT APPLICABLE



Grade 7

	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	65.3	66.7	65.3	64.3	65.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

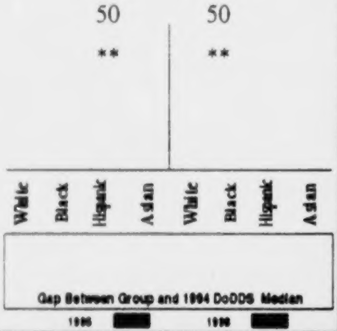


Grade 11

	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	68.4	67.6	75	72	74
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	72%	66%	42%
	1995	N/A	75%	64%	41%
Math Avg Score	1994	N/A	476	472	479
	1995	N/A	510	480	482
Verbal Avg Score	1994	N/A	434	430	423
	1995	N/A	445	435	428

Notes

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SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sevilla ES
496 ABS/DoDDS, UNIT 6585
APO AE 09643

DSN Phone:
722-8463/4

Commercial Phone:
5-584-8463/4

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

SECTION I

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

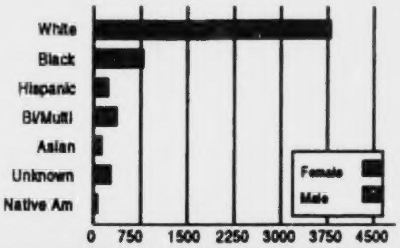
UNITED KINGDOM DISTRICT
1995-1996

BEST COPY AVAILABLE

Department of Defense Education Activity
United Kingdom 1995/96 District Profile
Andrew Zacharias, Superintendent

District Characteristics

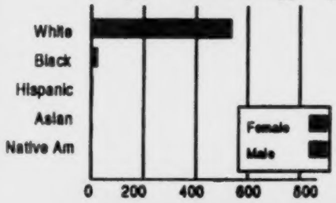
Student Enrollment - 5,615



Grade	#
PreK	53
K	438
1	530
2	509
3	585
4	519
5	530
6	499
7	459
8	385
9	336
10	310
11	257
12	205
Total	5615

Sponsor's Affiliation	
Marine	1%
Army	3%
Navy	17%
Air Force	71%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	[illegible]		
PK-12	Special Education	609	10%
K-8	TAG	326	7%
K-12	ESL	284	5%
1	Reading Recovery	97	18%
7-12	AVID	146	
Students Taking AP Courses		231	50%

Mobility Rate
31% Per Year

Teacher Experience

Years	Teachers
New	2
1-3	6
4-6	11
7-10	24
> 10	262

School Staff

Category	FTE
Administrators	26
Classroom Teachers	305
Special Education	48
Other Professionals	75

Teacher Education

Degree	Teachers
BA/BS	31%
MA/MS	67%
Doctorate	1%

Superintendent's Highlights

- Development of a District Education Support Team (DEST) to assist schools implement both the curriculum and the school improvement process.
- All schools focused on writing and have worked to gain knowledge and skills to collect and analyze writing samples.
- Increased understanding of the multi-tiered parent involvement has resulted in schools identifying strategies that will promote a stronger school/home partnership.
- The District Superintendent's Office convenes Parent Forums and Dormitory Advisory Councils to involve community, parents and students in decision making.
- District Technology Team has been established to prepare for technology plan implementation and continue providing support for schools.
- Increase of computer technology at London Central High School Dormitory, that promotes communication with parents at remote sites.
- The district office conducted a thorough review of the communication process and which resulted in a district office communication plan for next school year.
- District office developed actions designed to assist schools in the promotion of two-way communication with parents.

DoDEA Strategic Plan: District Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Schools have focused on Writing Across the Curriculum and the Writing Process as strategies for increased achievement in Language Arts. Training was provided in using rubrics, holistic scoring, process writing, and writing for communication and thinking. Schools have worked on collecting and assessing writing samples to indicate current student performance levels.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

New K-8 Math programs have been implemented which increase the degree of student participation. Parent education in standards based instruction has been a priority. Other focus areas have included: DoDDS Mathematics Standards and Expectancies (DSM 2320.1, Aug. 1994), mathematics across the curriculum, strategic problem solving, use of technology, and writing as a tool for learning.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The District Office has established a District Steering Committee for SY 96/97 to assist schools in the developing strategies addressing all tiers of this benchmark. Schools have focused on increasing two-way communication and identifying practices to promote parents as co-teachers. Many schools have parent centers designed to increase parent involvement at the school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The Superintendent and Assistant Superintendent meet with parents and community leaders as well as the faculty when making on-site visits. Conducts Parent Advisory Forums and Dorm Advisory meetings. Makes site visits to remote dorm feeder locations. Provides monthly DSO newsletters to schools. Attends at least one SAC meeting per school.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**73%**	**20%**	**6%**
Math	**69%**	**20%**	**8%**
Science	**64%**	**23%**	**7%**
Social Studies	**64%**	**23%**	**6%**
School Communications	**69%**	**22%**	**8%**

Benchmark 10.8: Establish Technology for teachers and administrators

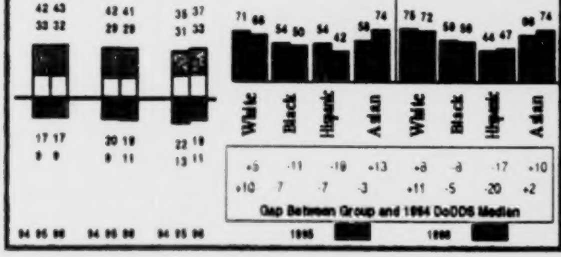
The DSO has established a District Technology Team, including principal and teacher representation. All schools have INTERNET access and all have or establishing a "homepage". Students participate in the UK JASON Project and technology exposition. ("TEX '96). The ability to conference through the use of video exists at five school sites.

CTBS Test Results

Grade 3

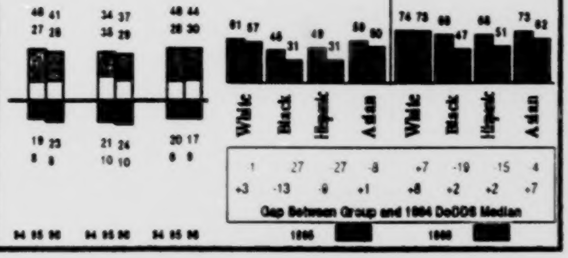
1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	542	542	542	544	543

Percent of Students in Each Quarter



Grade 7

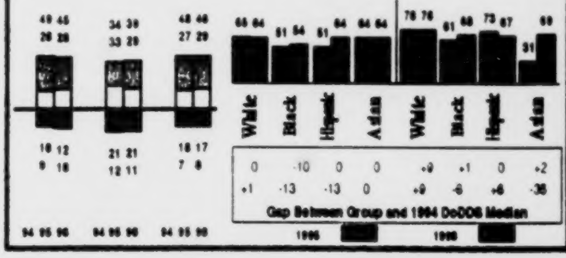
1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	438	436	438	438	438



Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	235	235	235	233	234

Percent of Students in Each Quarter



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	1995	76%	64%	41%
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DoD Dependents Schools-CCS
Attn: Andrew Zacharias
Unit 5185, Box 470
APO AE 09461-5470

DSN Phone:
226-7234

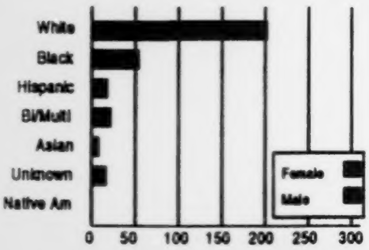
Commercial Phone:
44-1638-527234

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	580	723.9	12.5%	58.6%	17.5%	9.3%	2.0%
5	96	460	740.1	32.2%	50.9%	14.3%	2.2%	0.4%
8	94							
8	95	392	765.9	34.7%	21.7%	27.3%	14.8	1.5%
8	96	333	774.8	22.5%	42.0%	27.9%	6.3%	1.2%
10	94							
10	95	334	794.5	23.4%	40.7%	26.6%	8.4%	0.9%
10	96	272	773.2	18.4%	48.2%	25.0%	6.6%	1.9%

Department of Defense Education Activity
Alconbury Elementary School (PK-6)
1995/96 School Profile
William Ramos, Principal

School Characteristics

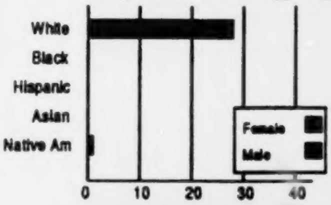
Student Enrollment - 303



Grade	#
PreK	7
K	23
1	55
2	34
3	45
4	48
5	45
6	46
Total	303

Sponsor's Affiliation	
Marine	2%
Army	13%
Navy	1%
Air Force	73%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	3
Other Professionals	5

Special Programs			
Grade Offered	[illegible]	[illegible]	[illegible]
PK-12	Special Education	42	14%
K-8	TAG	21	7%
K-12	ESL	10	3%
1	Reading Recovery	9	16%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
42% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	3
7-10	3
> 10	16

Teacher Education	
Degree	Teachers
BA/BS	17%
MA/MS	83%
Doctorate	0%

Principal's Highlights

Staff, parent, and community support for the SIP and NCA process this year has been outstanding. These representatives attended all meetings and contributed tremendously to the process.

The SIP process has served as a focus for our efforts to reach the Benchmarks. Writing across the curriculum has served as a vehicle for ALL teachers to be more aware of student abilities and the expectations we can have for their writing. Technology use has risen throughout the school with a greater percentage of increase in the primary grades. The lab has seen increased usage, classroom writing and research products have increased significantly. Students are choosing to go to the library (a major center for technology materials) for expanded use of technology - most students are now on cc:Mail, many contribute to our Internet homepage, and our host nation teacher has introduced student communications with European countries. Distant learning programs are used in classroom and SWEP programs. Our five-step problem-solving process has received much attention from all stake-holders. It will be implemented in August by all staff, parents, students, and community members involved in the school. DSO staff have assisted with its development and reproduction of the steps for posting in classrooms and hallways.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Schoolwide baseline data for writing was completed and collected this Spring. To increase student proficiency in writing, teachers used summaries, journals, letter writing and report writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The staff developed a five step problem-solving plan to be used throughout the curriculum and school, with emphasis in math.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Over 70% of all school parents have been involved in school activities this year. This included daily and/or weekly parent help in the classroom, special events and field trips. A parent survey was developed and mailed requesting information regarding hobbies, talents and strengths to be used as a school resource.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Schoolwide and classroom newsletters containing information about school activities were sent to parents throughout the school year. Strategic Plan and SIP information was discussed at SAC and PTO meetings, and was addressed at open house evening in the beginning of the year.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**83%**	**13%**	**5%**
Math	**77%**	**17%**	**6%**
Science	**60%**	**27%**	**10%**
Social Studies	**63%**	**29%**	**4%**
School Communications	**66%**	**22%**	**12%**

Benchmark 10.8: Establish Technology for teachers and administrators

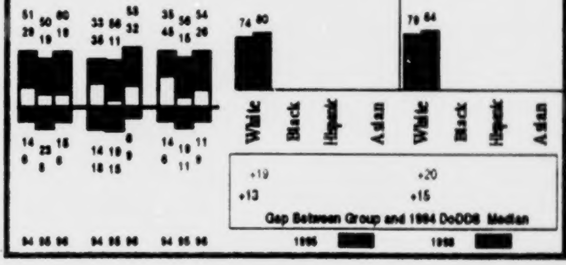
There has been an increase in computer use, especially in the primary grades. Students have produced writing using word processing. Over 80% of all students are in the Student Directory of our cc:Mail. Alconbury has its own homepage on the Internet which displays students' projects.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	80	80	79	69	81
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	47	47	46	47	47

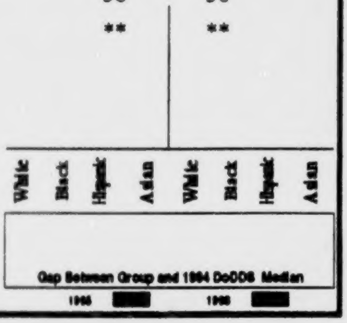
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

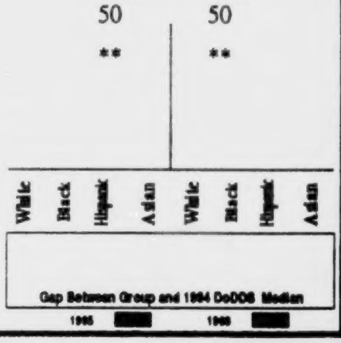


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
% Participating	1994	N/A	63%	66%	42%
	1995	N/A	76%	64%	41%
Math Avg Score	1994	N/A	492	472	479
	1995	N/A	477	480	482
Verbal Avg Score	1994	N/A	464	430	423
	1995	N/A	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Alconbury ES
710 CSG/CCSE
UNIT 5570, BOX 50
APO AE 09470

DSN Phone:
223-3620/3511/2220

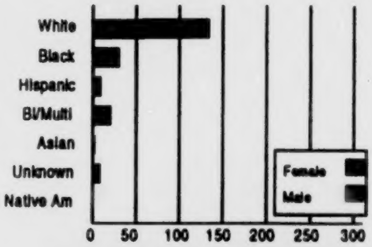
Commercial Phone:
1480-453551

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	53	765.4	23%	47%	28%	2%	0%
5	95	40	734.4	15%	63%	15%	5%	0%
5	96	43	749.2	40%	47%	9%	5%	0%

Department of Defense Education Activity
Alconbury High School (7-12)
1995/96 School Profile
Charles Toth, Principal

School Characteristics

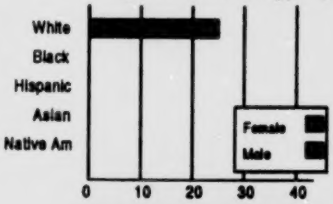
Student Enrollment - 204



Grade	
7	40
8	46
9	35
10	29
11	29
12	25
Total	204

Sponsor's Affiliation	
Marine	1%
Army	11%
Navy	3%
Air Force	64%
Coast Guard	<.5%
Non-US Military	<.5%
US Civiiians	21%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered			
PK-12	Special Education	11	5%
K-8	TAG	0	0%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		6	
Students Taking AP Courses		27	50%

Mobility Rate
22% Per Year

Teacher Experience	
Years	
New	0
1-3	0
4-6	0
7-10	0
> 10	20

School Staffing	
Category	FTE
Administrators	2
Classroom Teachers	16.5
Special Education	1
Other Professionals	2.5

Teacher Education	
Degree	Teacher
BA/BS	35%
MA/MS	65%
Doctorate	0%

Principal's Highlights

Of course, the major highlight of the year was Alconbury High School receiving a very positive report from NCA, especially since NCA is now focused on the School Improvement Process. We also made a successful transition from the old school improvement process to the new one. The use of technology has improved by leaps and bounds. Almost all students use e-mail daily and Internet can be accessed from every classroom. Many classes have done projects using Power Point, Hyperstudio and HTML. Every English room has at least fifteen computers which students use for composition and writing across the curriculum.

Parental participation in school life and school decision-making has skyrocketed! From a rather inactive SAC and no Booster Club, we now have parent policy meetings three times a month, volunteers daily, and activities on a regular basis. School/home partnership is alive and well at Alconbury High School.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Writing folders are maintained for each student and contain a variety of co-curricluar writing. All students generate essays on the computer. CTBS writing assessment scores indicate student growth.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

All students are eligible to use local cc:Mail for notetaking and reports; those in distance education use the World Wide Web. Students use math skills in writing. Teachers brainstormed ways of using math in their regular classes and are making a conscious effort to help students be aware of math in all content areas.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Attendance at meetings has increased. Minutes of meetings are being mailed to parents with the parent newsletter. Parent participation at conferences has increased from 53% in November, to 73% in April.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A survey of the effectiveness of communication was conducted to identify methods that are most effective. 100% of the students and staff are on cc:Mail. As a result of an intense communication effort by the school, there has been a significant increase of parents and community members assisting in the school.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	69%	25%	7%
Math	66%	20%	13%
Science	68%	21%	11%
Social Studies	61%	31%	6%
School Communications	65%	23%	10%

Benchmark 10.8: Establish Technology for teachers and administrators

A test case of school to community e-mail has been successful. Teachers use technology to inform students about missing assignments, daily assignments and progress reports. Teachers and students use cc:Mail for discussion of various personal and social issues.

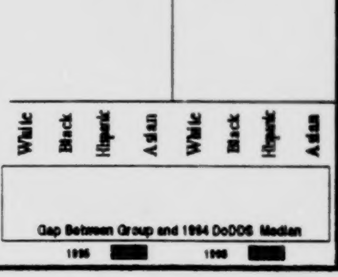
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

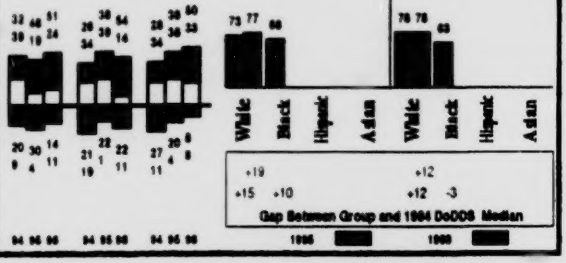
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	75	76.7	75.5	76	78
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	37	37	36	37	36

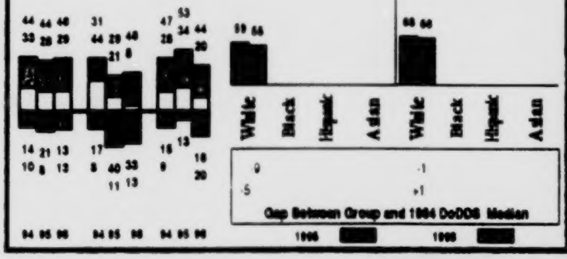
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71.5	69	74	55	70
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	24	24	25	25	25

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	83%	63%	66%	42%
	1995	100%	76%	64%	41%
Math Avg Score	1994	511	492	472	479
	1995	496	477	480	482
Verbal Avg Score	1994	472	464	430	423
	1995	453	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Alconbury HS
423 ABSQ/CCSH
UNIT 5570, BOX 60
APO AE 09470

DSN Phone:
268-3512/3

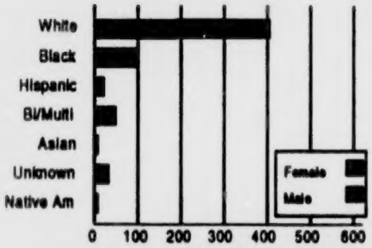
Commercial Phone:
1480-453993

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	75	728.8	31%	27%	16%	21%	5%
8	95	56	764.7	38%	21%	29%	9%	4%
8	96	48	774.4	29%	29%	38%	2%	2%
10	94	68	765.8	24%	32%	29%	12%	3%
10	95	65	773	19%	43%	29%	6%	3%
10	96	28	793.5	25%	39%	32%	4%	0%

Department of Defense Education Activity
Alfred T. Mahan Elementary School (PK-6)
1995/96 School Profile
John Allan, Principal

School Characteristics

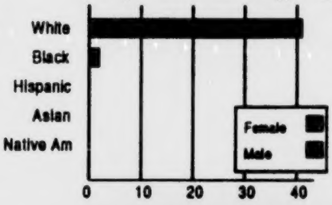
Student Enrollment - 601



Grade	#
PreK	5
K	139
1	85
2	69
3	108
4	62
5	71
6	62
Total	601

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	60%
Air Force	34%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grades Offered	Program		
PK-12	Special Education	55	9%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
36% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	3
7-10	3
> 10	16

School Staff

Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	4
Other Professionals	8

Teacher Education

Degree	% Teachers
BA/BS	47%
MA/MS	47%
Doctorate	5%

Principal's Highlights

A.T. Mahan Elementary School, Iceland --

The School Improvement Process here has become a reality to teachers, parents, and the military community. Each one of these groups has recognized themselves as active stakeholders in the school. The SIP was developed with input from all groups, and is now supported by all groups. We have a well organized leadership structure with the Leadership Team well in place along with numerous sub-committees that are all working towards the same objectives. The SIP has become a guiding force in all decisions made at the school level.

There is a sense of community that connects the school, families, and community. Computer technology has grown tremendously and is truly being integrated into the school's curriculum. We have a child-centered learning environment that is supported by dedicated and caring teachers. We have one of the best elementary after-school programs in DoDDS which supports the special needs of children in Iceland. There is an abundance of parent volunteers and the school-home partnership is growing rapidly as more parents fill important roles in the school. There is great communication between the school, parents, and military commands. We look forward to the next step in the implementation of our SIP.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Based on teacher observations, we believe students have increased proficiency in writing across the curriculum and the writing process. Highlights include: author visits (R. Munsch), computer composition, Readathon, Young Authors' Conf., student publishing, use of writing process in all curricular areas, school-wide writing assessment with rubrics, and use of student portfolios.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

MathLand program was implemented in all grade levels. Writing, computers, and science were an integral part of the math program. Math software programs were fully utilized. Opportunities for parental involvement included 3 math presentations for parents and parent participation in homework assignments. Cooperative grouping was stressed as a learning strategy.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Student publishing center was completely run by parent volunteers. SAC, PTO, and SIP Ldrshp Team were extremely active in the school. Parent Center was established by a parent committee and sponsored: the curriculuar library, 5 parent education evenings, and the opening of school library in evenings. Over 3000 parent volunteer hours have been logged.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Students' work has been displayed and distributed. Weekly classroom and school newsletters include recommendations for student learning. Teacher communication resulted in increased parent understanding of hands-on math. There was increased coverage on local television and radio and in the local newspaper. The Internet Home Page for our school is near completion.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	72%	19%	7%
Math	69%	21%	7%
Science	62%	23%	7%
Social Studies	56%	24%	6%
School Communications	80%	15%	5%

Benchmark 10.8: Establish Technology for teachers and administrators

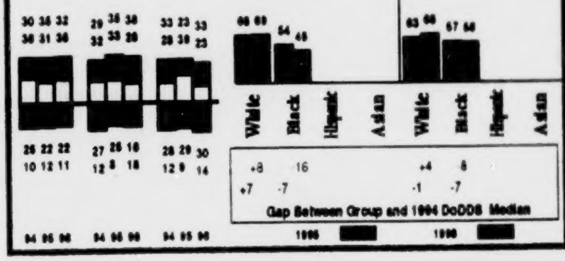
Technology has been integrated in all academic areas. Computers are fully used in the writing process. Every student has a computer disk with samples of writing, spreadsheet and/or graphing projects. Training has begun for electronic student assessment. Local training of teachers & students using computers has impacted positively on student learning.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69.4	64	58	64.5	65
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	106	106	106	106	106

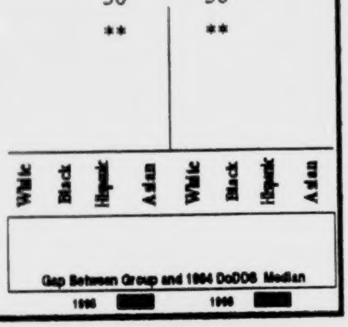
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

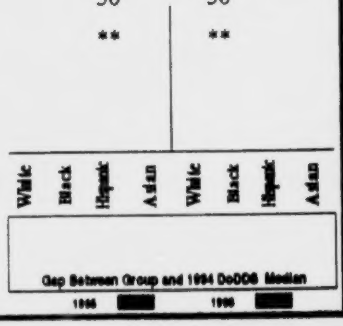


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
% Participating	1994	N/A	63%	66%	42%
	1995	N/A	76%	64%	41%
Math Avg Score	1994	N/A	492	472	479
	1995	N/A	477	480	482
Verbal Avg Score	1994	N/A	464	430	423
	1995	N/A	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

A. T. Mahan ES
PSC 1003, BOX 48
FPO AE 09728-0348

DSN Phone:
228-3100

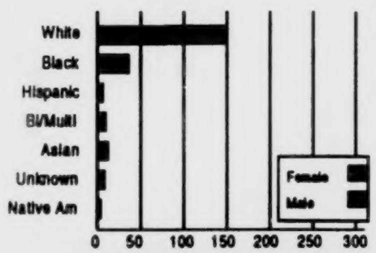
Commercial Phone:
354-425-3100

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	90	721.7	10%	43%	37%	9%	0%
5	95	80	731.4	13%	54%	23%	11%	0%
5	96	63	724.7	24%	56%	18%	3%	0%

Department of Defense Education Activity
Alfred T. Mahan High School (7-12)
1995/96 School Profile
Arnold Watland, Principal

School Characteristics

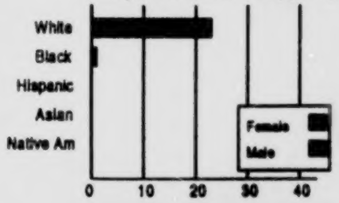
Student Enrollment - 231



Grade	
7	77
8	30
9	47
10	35
11	27
12	15
Total	231

Sponsor's Affiliation	
Marine	1%
Army	<.5%
Navy	64%
Air Force	26%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grades Offered			
PK-12	Special Education	6	3%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		1	
Students Taking AP Courses		6	14%

Mobility Rate
37% Per Year

Teacher Experience

Years	Number
New	
1-3	
4-6	
7-10	
> 10	

School Staff

Category	FTE
Administrators	1.5
Classroom Teachers	18.5
Special Education	0.5
Other Professionals	1

Teacher Education

Degree	Percent
BA/BS	50%
MA/MS	50%
Doctorate	0%

Principal's Highlights

A. T. Mahan High School, grades 7-12, is located on the NATO Base at Keflavik, Iceland, some 30 miles from Reykjavik.

Although the base population is very transient and students attend our school for only two or two and a half years, the school community is very supportive of the cooperatively-developed School Improvement Plan, and our efforts to provide worthwhile learning opportunities for students.

Half of this year's graduating seniors plan to enter a post-secondary institution in the Fall. SAT mean scores for 1995 were 520 (verbal) and 500 (math). The school's ACT mean composite score for the same year was 21. Four of fourteen seniors were enrolled in AP English this year. Distance learning is a new alternative and several students indicate an interest in taking courses by this electronic medium next year. Technology and labor market skills are priorities needing further development for the fifty percent who do not go on to college.

This year's NCA process and successful on-site visit was due to the efforts of the professional staff and supportive parents. While our initial attempt at developing a SIP consistent with DoDEA's strategic plan went well, effort will be expended to assure that our new SIP will be even stronger.

DoDEA Strategic Plan: School Improvement Implementation – School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

In-service training concerning Writing Across the Curriculum and Holistic Scoring was provided for teachers. A schoolwide writing assessment was given in February and all teachers participated in the Holistic Scoring of the sample. Students are engaging in writing in all classes and are using technology for practice with communication skills in all classes.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Staff training was provided concerning using mathematics across the curriculum. A Middle School Family Math Activity Program was started. The PTSO will be requested to provide a scholarship for a female or minority student who will study mathematics. A survey was taken to identify the number of students taking math courses above the minimum requirements.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Funds were requested to provide an after-hours school activity information line. A file of parent volunteers and their profiles, as well as a file of teachers' unit plans and class rules, will be started. Parents and community members are providing support for the school in the office, in the media center, and as chaperones for various school activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication with the community and school is evidenced by the wide dissemination of the parent newsletter, school newspaper, and the SIP summary. Plans to further effective communication with the community include the initiation of an after-hours school activity information line and the continued use of the base newspaper, radio and AFN television.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**55%**	**35%**	**9%**
Math	**62%**	**26%**	**9%**
Science	**69%**	**25%**	**4%**
Social Studies	**48%**	**33%**	**15%**
School Communications	**56%**	**25%**	**19%**

Benchmark 10.8: Establish Technology for teachers and administrators

Utilization of technology is being measured by usage logs in the media center as well as in the computer labs. Teachers have had in-service training on the use of technology. Internet, cc:mail, and CD ROM are widely used by both students and faculty. Moreover, the use of graphing calculators and instructional software is ongoing and increasing.

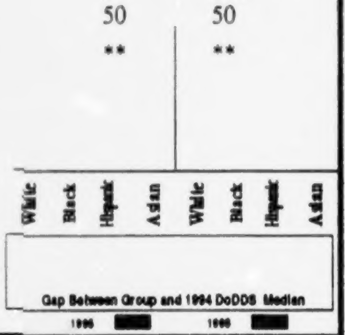
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

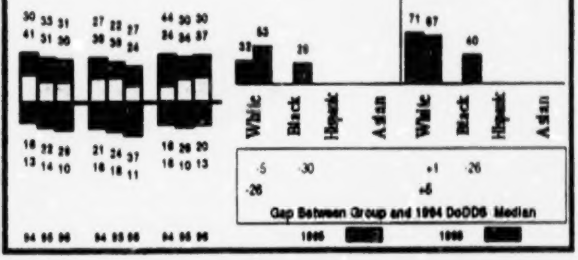
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	61.3	52.5	61.7	49.3	65.4
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	70	70	70	70	70

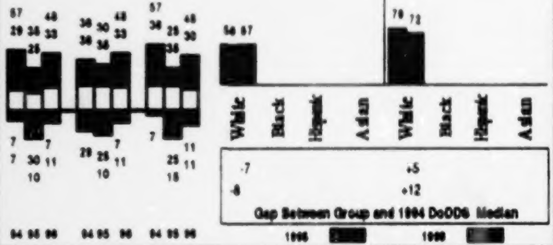
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71	75	73	58	69
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	27	27	27	27	27

Percent of Students in Each Quarter



SAT Results		School	District	[illegible]	Nation
% Participating	1994	77%	63%	66%	42%
	1995	73%	76%	64%	41%
Math Avg Score	1994	447	492	472	479
	1995	451	477	480	482
Verbal Avg Score	1994	420	464	430	423
	1995	415	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

A. T. Mahan HS

PSC 1003, BOX 52

FPO AE 09728-0352

DSN Phone:
228-2105

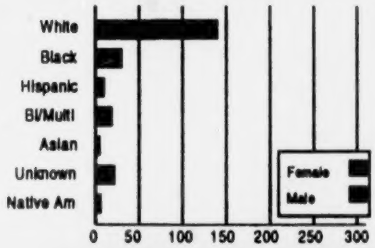
Commercial Phone:
354-425-2105/7008

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	46	739.9	26%	33%	24%	13%	2%
8	95	44	751.5	23%	23%	32%	23%	0%
8	96	36	809.2	36%	42%	19%	3%	0%
10	94	36	759.6	22%	8%	47%	22%	0%
10	95	33	804.3	21%	52%	18%	9%	0%
10	96	27	776.9	26%	52%	15%	4%	0%

Department of Defense Education Activity
Croughton Elementary/High School (PK-12)
1995/96 School Profile
Emma Siegel, Principal

School Characteristics

Student Enrollment - 233



Special Programs	[illegible]		
PK-12	Special Education	28	12%
K-8	TAG	0	0%
K-12	ESL	1	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	24	
AP Courses Offered		2	
Students Taking AP Courses		9	34%

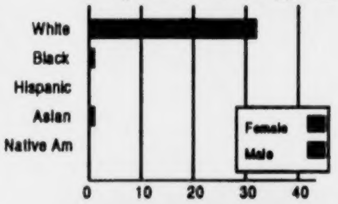
Grade	#
PreK	1
K	18
1	20
2	27
3	26
4	18
5	22
6	19
7	12
8	17
9	15
10	12
11	17
12	9
Total	233

Mobility Rate
31% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	2%
Navy	<.5%
Air Force	84%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Teacher Experience	
[illegible]	[illegible]
New	0
1-3	0
4-6	2
7-10	0
> 10	25

Professional Staffing



School Staff	
Category	FTE
Administrators	1.5
Classroom Teachers	19.5
Special Education	2
Other Professionals	4

Teacher Education	
Degree	% Teacher
BA/BS	0%
MA/MS	100%
Doctorate	0%

Principal's Highlights

Croughton American School was visited by the ACDE and NCA Teams this school year. Both teams gave many commendations to our curricular and co-curricular programs, as well as the excellent facilities and resources available in the school. Special recognition was made on our AVID, Renaissance, Parent Volunteer Programs, and musical/theatrical productions.

One of the outstanding features of our school is the strong support that we have from the military community and the parents. They not only volunteer to coach athletic events, tutor in reading and math, but they also raise funds for our academic as well as athletic banquets. The military command will excuse parents from duty to participate in the school improvement activities and the school improvement leadership team. From the redefining of our school mission statement, to the implementation of the goals and benchmarks of the DoDEA Strategic Plan, parents were our partners in every respect.

During the year, the plan to close the high school portion of the school became a very sensitive issue for the parents. The decision to close the high school portion was a great disappointment for the Croughton parents who felt that they are losing an excellent school which affects their quality of life.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Schoolwide writing assessment for grades K-12 was completed on May 14, 1996. Scoring was done by the teachers. The result will serve as our baseline data for comparing progress in writing for the next and subsequent school years. Writing portfolios of students' work are kept for each student to monitor writing improvement.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Active participation as a learning principle and teaching strategy was the main focus of improving all student achievement in mathematics. Due to our small student population, the racial/ethnic gap was not significant in number; therefore, all subject areas emphasized math application problems to increase math achievement for all students.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A plan to set up a "Parent Center" is now underway. The "School-Community Technology Center" and the "School-Community Career Information Center" are used by parents and students daily and after school. Parent tutor-volunteers abound in AVID, reading, mathematics, and various recognition programs such as the Renaissance and athletic banquets.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

An "Open House" kicked off our open communication with parents, followed at the end of the school year by a "Field Day". During the school year, the School Improvement Leadership Team, SAC, Commander's Staff Call and TV Channel, Parents Newsletters and conferences, School and Community Newspapers, Town Hall Meetings, are all avenues of good communication.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	75%	15%	9%
Math	63%	21%	11%
Science	41%	26%	17%
Social Studies	42%	28%	12%
School Communications	51%	37%	12%

Benchmark 10.8: Establish Technology for teachers and administrators

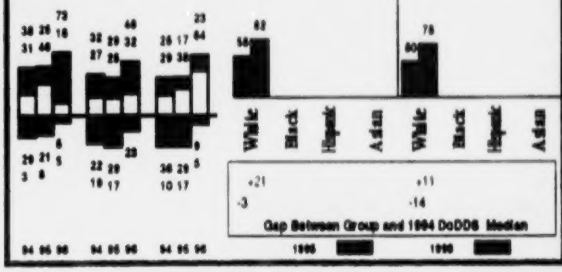
LAN, LOTUS Notes, Internet, and cc:Mail are all available to students, teachers and administrators. The Technology Center offered computer classes and in-service training to teachers and parents after school. Two separate Elementary and Secondary Computer labs are available for teachers to use with their students in all classes .

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	84	70.5	62.7	73	76.3
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	22	22	22	22	22

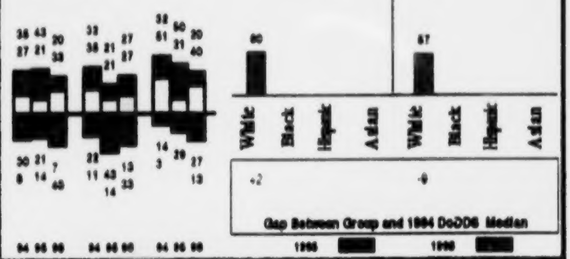
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	56	61	55	56	52
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	15	15	15	15	15

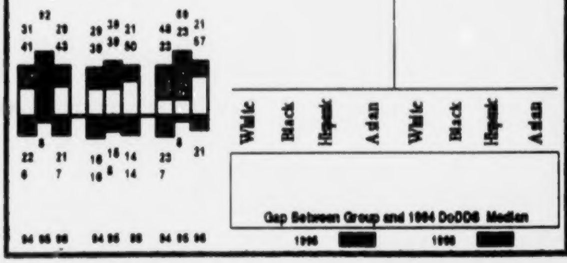
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	67	62.5	62.5	55	62
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	14	14	14	13	14

Percent of Students in Each Quarter



SAT Results

% Participating	1994	100%	63%	66%	42%
	1995	100%	76%	64%	41%
Math Avg Score	1994	515	492	472	479
	1995	507	477	480	482
Verbal Avg Score	1994	475	464	430	423
	1995	423	442	435	426

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Croughton ES/HS
UNIT 5845, BOX 15
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1869-810741

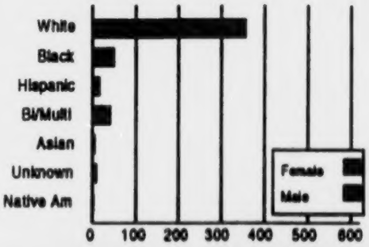
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	45	730	18%	40%	36%	4%	2%
5	95	23	708.3	4%	70%	13%	9%	0%
5	96	20	736.7	20%	60%	20%	0%	0%
8	94	32	797.6	25%	63%	3%	9%	0%
8	95	14	731.1	43%	14%	29%	7%	0%
8	96	14	766.4	7%	57%	21%	14%	0%
10	94	22	831.7	55%	18%	23%	5%	0%
10	95	18	790.7	17%	44%	28%	11%	0%
10	96	9	*	22%	67%	11%	0%	0%

Department of Defense Education Activity
Feltwell Elementary School (K-5)
1995/96 School Profile
Sharon Freed, Principal

School Characteristics

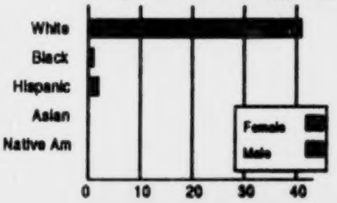
Student Enrollment - 482



Grade	#
K	46
1	89
2	89
3	80
4	94
5	84
Total	482

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	94%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
PK-12	Special Education	45	9%
K-8	TAG	25	5%
K-12	ESL	1	0%
1	Reading Recovery	13	15%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

School Staffing	
Administrators	2
Classroom Teachers	21.5
Special Education	2.5
Other Professionals	8.5

Teacher Experience	
New	0
1-3	0
4-6	0
7-10	5
> 10	26

Mobility Rate
36% Per Year

[illegible]	
BA/BS	38%
MA/MS	63%
Doctorate	0%

Principal's Highlights

At Feltwell Elementary School, the positive and supportive relationships between teachers/ students, parents/teachers, and students with one another not only encourages students to take risks in learning, but allows teachers to take risks in learning; thus they grow and continue to improve their delivery of instruction. Teachers and students constantly assess their work, evaluating progress toward high achievement for all and making adjustments as needed. Instructional focus has centered on the use of technology to support the curriculum with particular emphasis on Language Arts, using the writing process to help students become writers and writing in all curricular areas. Math has also been a focus this school year; the implementation of MathLand supports the use of manipulatives and calculators in teaching students to problem solve as well as calculate. Teachers and parents believe that all children can learn from their mistakes and support a discipline policy that focuses on fairness with an immediate and appropriate consequence; parents are often involved in decision making in this area.

DoDEA Strategic Plan: School Improvement Implementation School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

All students: Used 5-step writing process; published work using desktop publishing program, often with graphics; wrote in all curricular areas; wrote to Profiles and Global Village Contest prompt. Parent volunteers helped students with publishing. Shurly Method and DOL ordered to all grades to supplement Language Arts book in teaching skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Active participation used with MathLand in teaching all students. Task Analysis, manipulatives, and calculators used to remediate deficiencies identified by CTBS. Training: MathLand in-services and team planning sessions for teachers; MathLand Evenings for parents; ideas for parents to use at home published often in weekly parent newsletter.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Volunteers averaged over 1,000 hrs. per month helping in classrooms and in school. Parents involved in decisions regarding discipline. Parents involved in SIP-Language Arts planning day and school-home in-service training. SAC initiated: Meeting reminders, drop box for suggestions/items for SAC agenda, base electronic bulletin board, logo and letterhead paper. See 3.1, 4.2, 10.7.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Communication included: Weekly parent/classroom newsletters; parent seminars to explain new progress report; MathLand evenings; Technology Exhibit (TEX'96); SILT; parent conferences in Nov., Jan., and March and as requested (two-way); Back to School Night; student plays/concerts; Kindergarten Orientation; started electronic bulletin board. See 3.1, 4.2, 8.1.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**83%**	**11%**	**5%**
Math	**78%**	**15%**	**4%**
Science	**71%**	**16%**	**6%**
Social Studies	**73%**	**14%**	**4%**
School Communications	**87%**	**10%**	**3%**

Benchmark 10.8: Establish Technology for teachers and administrators

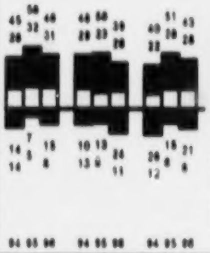
Computer Lab established; 6 week keyboarding course taught on daily basis to all students Gr. 3-5. All classes met targets of FES Computer Scope and Sequence; every child used the computer to support Language Arts and nearly all used it to support science and social studies curricula. All students used OPAC for Library reference. See 3.1, 8.1, and 10.7.

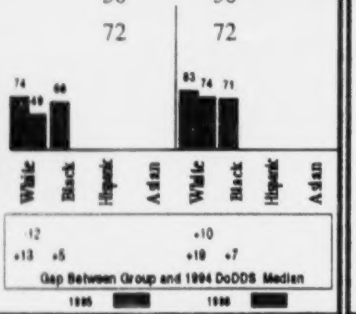
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	73	68.5	67.3	57.5	75.3
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	72	72	72	72	72

Percent of Students in Each Quarter



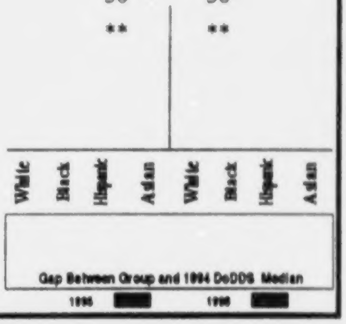


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

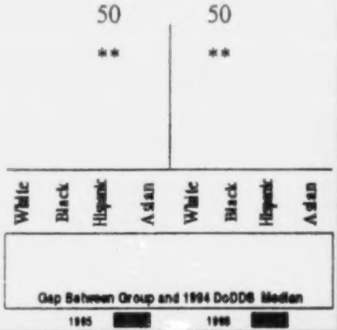


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		School	[illegible]	[illegible]	Nation
% Participating	1994	N/A	63%	66%	42%
	1995	N/A	76%	64%	41%
Math Avg Score	1994	N/A	492	472	479
	1995	N/A	477	480	482
Verbal Avg Score	1994	N/A	464	430	423
	1995	N/A	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Feltwell ES
CCSE/F
UNIT 5185, BOX 315
APO AE 09461-5315

DSN Phone:
226-7003/4

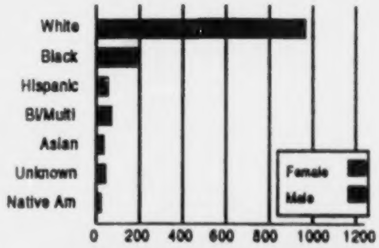
Commercial Phone:
1842-828504

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	34	773.7	35%	35%	27%	3%	0%
5	95	76	715.1	12%	55%	20%	11%	1%
5	96	83	745.5	40%	43%	16%	0%	1%

Department of Defense Education Activity
Lakenheath Elementary School (PK-5)
1995/96 School Profile
Patricia Munday, Principal

School Characteristics

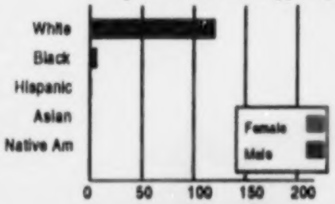
Student Enrollment - 1,359



Grade	#
PreK	34
K	175
1	215
2	216
3	252
4	231
5	236
Total	1359

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	98%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered			
PK-12	Special Education	212	16%
K-8	TAG	280	21%
K-12	ESL	139	10%
1	Reading Recovery	75	35%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

School Staff

Category	FTE
Administrators	4
Classroom Teachers	55
Special Education	16
Other Professionals	20.5

Teacher Experience

Year	Teacher
New	2
1-3	0
4-6	1
7-10	9
> 10	90

Teacher Education

Degree	Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

Mobility Rate
39% Per Year

Principal's Highlights

Lakenheath Elementary School is the largest elementary school in the UK District. Located in Suffolk, England, LES is a 58 classroom facility. The main campus consists of 2 two-story buildings connected by an enclosed walkway. The playground facilities include an adventure area, developmental equipment for younger students, and a playground with specialized equipment for PK-K and special need students. LES supports school-home partnership activities, Families and Schools Together, and PTSA. We also have an active School Advisory Committee. These groups help us meet our school improvement goals.

LES educates a diverse population of nearly 1400 students. Programs include Sure Start, preschool child development classes, special needs classes for the physically and learning disabled, communication impaired and English as a second language classes. Other programs include art, music, physical education, host nation, media and technology, schoolwide enrichment, reading improvement, compensatory education for math and Reading Recovery.

The LES community is committed to creating an educational environment that stresses the dignity and worth of individuals and groups. We accept children on their own level of academic, physical, social and emotional development and provide opportunities for children to reach their maximum potential.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Writing Across the Curriculum was a focus strategy . Grade levels set Action Plans addressing the strategy. Grade levels met throughout the year to discuss implementation of Action Plans. Writing in-service opportunities were provided for teachers in January and March. The in-service topic theme was Writing Across the Curriculum. Baseline data was collected.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Problem Solving was chosen as the strategy. This strategy was extensively discussed at grade level meetings where Action Plans were developed. In-service days were utilized involving Problem Solving as a topic. Staff members continuously experimented with various ideas for data collection. A school wide collection procedure will be established for school year 1996-97.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A designated space for the creation of a Parent Center at LES complex has been established. The FAST has committed to volunteering designated hours to the Parent Center. Resource materials have been allocated from the Family Support, Top 3, base hospital, and other community sources. The Parent Center will be established in August after building renovations.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

LES currently fosters communications through a staff daily bulletin, bi-weekly school-parent newsletters, FAST, SAC, PTA, grade level meetings, grade level chairperson meetings, substitute teachers folders, school committees, base wide publications, British media, and teacher-parent newsletters.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	76%	16%	4%
Math	74%	18%	4%
Science	62%	23%	4%
Social Studies	64%	22%	3%
School Communications	77%	20%	2%

Benchmark 10.8: Establish Technology for teachers and administrators

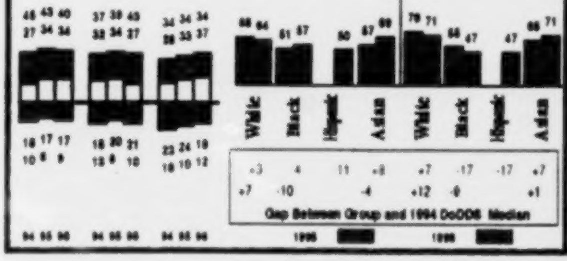
In-service days were established to focus on Technology. The main topics were Internet, keyboarding, and database. During in-service days, the library was available for experimenting with the computers and CD Roms recently purchased. A keyboarding lab has been established for 1996-97 after building renovations. A Technology Committee was a sub-committee to the SILT.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	66.3	69.5	65.4	60.4	66.8
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	233	233	234	235	234

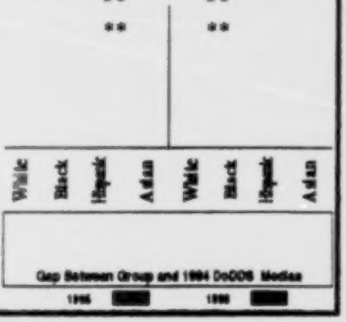
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

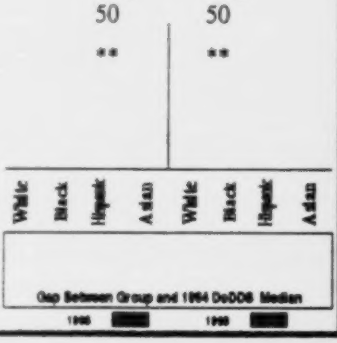


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	63%	66%	42%
	1995	N/A	76%	64%	41%
Math Avg Score	1994	N/A	492	472	479
	1995	N/A	477	480	482
Verbal Avg Score	1994	N/A	464	430	423
	1995	N/A	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lakenheath ES
CCSE/L
UNIT 5185, BOX 40
APO AE 09464-8540

DSN Phone:
226-3721

Commercial Phone:
1638-532672

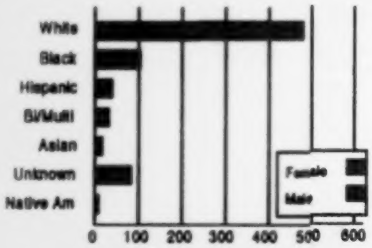
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	228	698.3	11%	39%	37%	9%	3%
5	95	215	735.6	12%	63%	18%	7%	0%
5	96	193	734.5	28%	55%	14%	3%	0%

Department of Defense Education Activity
Lakenheath Middle School (6-8)
1995/96 School Profile

Georgia Williams, Principal

School Characteristics

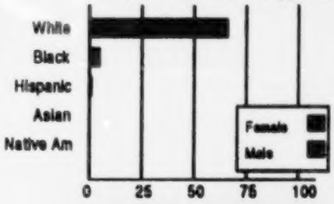
Student Enrollment - 766



Grade	
6	292
7	258
8	216
Total	766

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	96%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
[illegible]	[illegible]		
PK-12	Special Education	77	10%
K-8	TAG	0	0%
K-12	ESL	59	8%
1	Reading Recovery	N/A	N/A
7-12	AVID	89	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
[illegible]	[illegible]
New	
1-3	
4-6	
7-10	
> 10	

Mobility Rate
21% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	41
Special Education	7.5
Other Professionals	6

Teacher Education	
Degree	Teacher
BA/BS	16%
MA/MS	82%
Doctorate	2%

Principal's Highlights

Finally, there is a School Improvement Plan process that is workable! Previously the SIP process created frustration for staff because by the time the process was "completed", there was little time to implement the plan. The old SIP process did not actively include stakeholders in the development or implementation of the plan. The new process is refreshing. It is a "living document" wherein all stakeholders have input into the development of action plans that are beneficial to our students. Because it is a living document, we know that we can make changes as needed, have enough time to implement long range goals and measure the results of the implementation and changes. Currently approximately 80% of our teaching staff have accepted the process and are excited about the implementation of their action plans. Among the remaining 20% are some who are not excited about the process but they do support the SIP and implement their action plans. We are a large school with seven academic houses. Therefore, we have not been able to get all parents, community leaders, students, and staff members together at the same time for a SILT meeting but once this year. We therefore look forward to SY 96-97 wherein we will continue...Working Together.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Strategies focused on increasing the amount of writing students do in all areas. All teachers received in-service training on Writing Across the Curriculum. Students were required to write at least weekly in all curricular areas, including exploratory subjects and physical education. Fall 1996 in-service is planned to train all teachers in the use of writing prompts and rubric assessment.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategies focused on implementation of the new MathLand and Interactive Math Curricula. All staff received Problem Solving training and all houses developed interdisciplinary units. Parent meetings were held to introduce parents to the new math curricular and ways that parents can help their children succeed in math. Early release days provided training time for math staff.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A multi-tiered school level focus included: 1) the opening of a parent center where"middle school parenting" information and training as well as technology training are offered and 2) biweekly school newsletters. House and curriculum newsletters were also employed to increase communication. Parent support committees at the house level helped with special activities and trips.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Many aspects of the DoDEA technology plan have been implemented. Teachers have received training on the use of the Internet and cc:Mail to improve communications between the district and community facilities.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**68%**	**28%**	**5%**
Math	**62%**	**24%**	**14%**
Science	**70%**	**24%**	**5%**
Social Studies	**71%**	**22%**	**6%**
School Communications	**66%**	**23%**	**10%**

Benchmark 10.8: Establish Technology for teachers and administrators

Strategies focused on increasing student use of technology and the development of an ongoing staff development plan using technology to implement the curriculum. Networking the school moved us closer with the installation of fiber optic cables linking all buildings. Increasing computer training at all grade levels in SY 96-97 will meet student training needs.

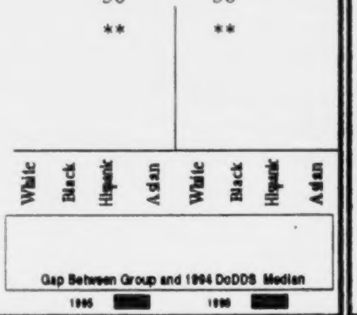
CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: **School**	**	**	**	**	**
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

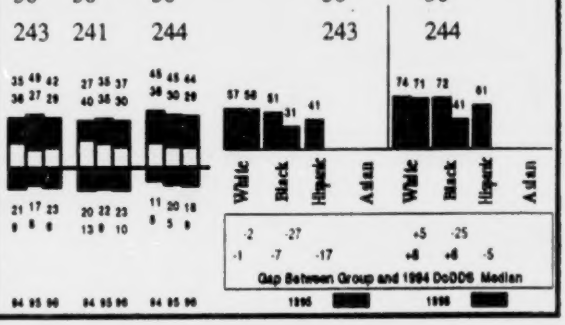
NOT APPLICABLE



Grade 7

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: **School**	70	64.3	69.8	51.7	65.6
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	243	241	244	243	244

Percent of Students in Each Quarter

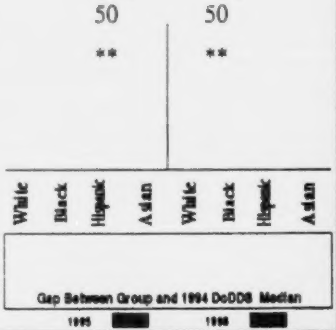


Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: **School**	**	**	**	**	**
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	63%	66%	42%
	1995	N/A	76%	64%	41%
Math Avg Score	1994	N/A	492	472	479
	1995	N/A	477	480	482
Verbal Avg Score	1994	N/A	464	430	423
	1995	N/A	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lakenheath MS
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DSN Phone:
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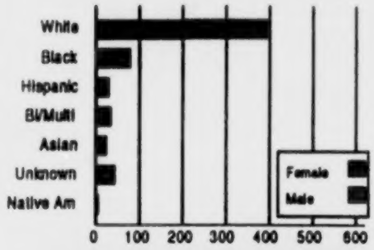
Commercial Phone:
1842-828245

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	178	754.2	19%	44%	23%	13%	1%
8	95	187	784.7	31%	23%	29%	18%	0%
8	96	177	758.9	14%	44%	32%	10%	1%

Department of Defense Education Activity
Lakenheath High School (9-12)
1995/96 School Profile
Blan Palmer, Principal

School Characteristics

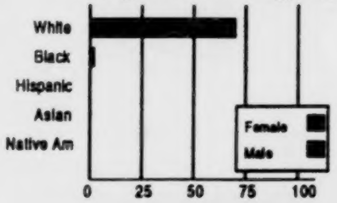
Student Enrollment - 608



Grade	
9	183
10	178
11	140
12	107
Total	608

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	1%
Air Force	82%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	41.5
Special Education	4.5
Other Professionals	5.5

Special Programs			
Grade Offered	[illegible]	[illegible]	[illegible]
PK-12	Special Education	47	8%
K-8	TAG	N/A	N/A
K-12	ESL	62	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	28	
AP Courses Offered		6	
Students Taking AP Courses		121	48%

Mobility Rate
20% Per Year

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Teacher Education	
Degree	Teachers
BA/BS	23%
MA/MS	77%
Doctorate	0%

Principal's Highlights

The highlights at Lakenheath High School this year were the gains in technology and the preparations our technology committee made for having our school lanned and networked. In addition, all of our teachers now input all quarter and semester grades by computer. We also spent much of our in-service time devoted to improving teacher knowledge and usage of computer programs.

Our CTBS test scores remained high and we had six students take the AP Calculus exam compared to none that took it last year. We also increased the number of students taking distance education classes. Next year we will have thirteen students signed up for distance education, an increase of ten over this year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The average total reading score for the Normal Curve Equivalent Mean for the 9th, 10th, and 11th grades has increased 0.7, to 61.7 from 1995 to 1996, when all three grades are averaged together. The increase in Language Arts is 0.9 from 61.1 to an average of 62.0, and in Social Studies the increase is also 0.9 to 65.4 from last year's 64.5. These are from the average of all three grades.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Our efforts have been mainly to try and increase the number of minorities in math and science classes. In addition, we have added more science classes to the curriculum to meet the new graduation requirements. In 1996, the CTBS gap in science was reduced dramatically. While there is a gender gap in CTBS Math scores, 16 of 20 scholarship winners were female.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

This year we had two town meetings called by the military and attended by all stakeholders. School personnel were available to answer questions. There were five open forums for parents to discuss any school issue, in addition to meetings with parent committees addressing athletic programs. The SILT was formed and meets regularly regarding the SIP.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

This year the school daily bulletin for students is being included on the Commander's TV channel to help improve parent communication. Eleven parent newsletters, the shortest of which was four pages, were published. Principal attends the weekly military Commanders Call and provided a summary of the meetings to all Lakenheath complex principals and the DSO.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**71%**	**22%**	**6%**
Math	**56%**	**28%**	**14%**
Science	**67%**	**26%**	**5%**
Social Studies	**65%**	**25%**	**7%**
School Communications	**49%**	**37%**	**14%**

Benchmark 10.8: Establish Technology for teachers and administrators

The school had two full days of in-service training for teachers which was provided by our own teachers, as well as the computer specialists from the DSO. The teachers signed up for the training they needed most. In addition, the administrators were trained on three different occasions on computers at the DSO and the principal will attend SIMS training this summer.

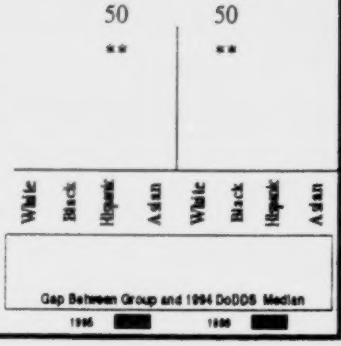
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

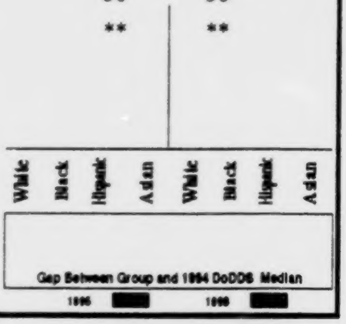


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

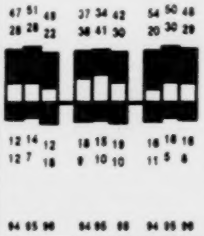
NOT APPLICABLE

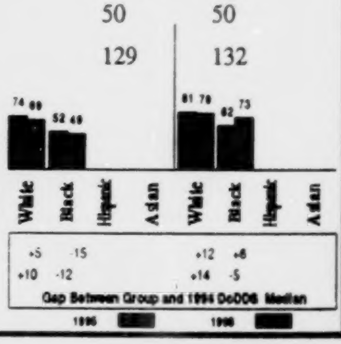


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74.7	70	74.8	63.2	75.8
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	130	130	133	129	132

Percent of Students in Each Quarter





SAT Results		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	46%	63%	66%	42%
	1995	69%	76%	64%	41%
Math Avg Score	1994	456	492	472	479
	1995	463	477	480	482
Verbal Avg Score	1994	447	464	430	423
	1995	440	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lakenheath HS
CCSH
UNIT 5185, BOX 45
APO AE 09464-8545

DSN Phone:
226-3115/6

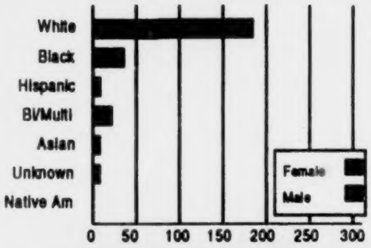
Commercial Phone:
1638-532577

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	94	121	786.3	33%	28%	26%	12%	2%
10	95	140	810.9	29%	39%	26%	6%	0%
10	96	161	773.7	17%	47%	27%	8%	1%

Department of Defense Education Activity
London Central High School (7-12)
1995/96 School Profile
Paul R. Ristow, Principal

School Characteristics

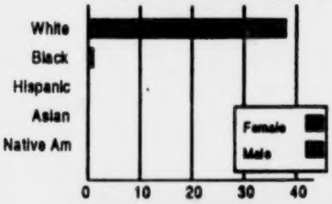
Student Enrollment - 268



Grade	
7	38
8	40
9	41
10	56
11	44
12	49
Total	268

Sponsor's Affiliation	
Marine	3%
Army	7%
Navy	55%
Air Force	10%
Coast Guard	<.5%
Non-US Military	3%
US Civilians	20%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered			
PK-12	Special Education	15	6%
K-8	TAG	0	0%
K-12	ESL	1	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	5	
AP Courses Offered		10	
Students Taking AP Courses		68	73%

Mobility Rate
16% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	1
> 10	27

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	1
Other Professionals	5.5

Teacher Education	
Degree	Teachers
BA/BS	35%
MA/MS	61%
Doctorate	4%

Principal's Highlights

It is gratifying to note the progress at this school resulting from the School Improvement Process. From the initial presentation of the School Improvement Process to the development of the School Improvement Leadership Team and the participation of the faculty, positive change focusing within the benchmarks is unmistakable. The writing process, the achievement gap, community participation, and the use of technology have all come together in an integrated effort involving all stakeholders. The fact that our stakeholders are involved in the process is a source of pride and accomplishment at LCHS.

Technology is used in every facet of school operations and activities from Internet in the library, to computers in the classrooms and dormitory. Among the professional staff, use of technology has increased significantly. The increase is seen in lesson planning, use of the Integrade system, and provision for the needs of students on an individual basis in the majority of classrooms.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

All departments have incorporated writing in their content areas on a regular basis. There has been a significant increase in the use of word processing and electronic communication by students schoolwide. Increased use of essay and short answer questions in assigments and tests.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Through staff discussion there is a strong belief that an increased use of cooperative learning strategies implemented throughout the school will result in an increase in learning for all students. Active participation strategies have been used in all classes and has been enhanced through in-service training.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Formation of the School Improvement Team provided an opportunity for parents and community members to participate in developing the current school improvement plan. There was an increase in parent and community volunteers in the area of tutors in math and science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Increase in two way communication between the school and community: examples are the SIT team, weekly articles in the military community newspaper, school newsletters, personal contact between teachers and parents and the use of Internet messages between teachers and dorm parents.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	60%	27%	14%
Math	69%	22%	9%
Science	60%	27%	12%
Social Studies	72%	21%	5%
School Communications	63%	22%	16%

Benchmark 10.8: Establish Technology for teachers and administrators

A huge increase in teacher use of computer technology to include cc:Mail, Internet, word processing and data base. Installation of LAN network in the school will have a dramatic positive impact on teacher and student use of technology. Computers are available for student use in every classroom.

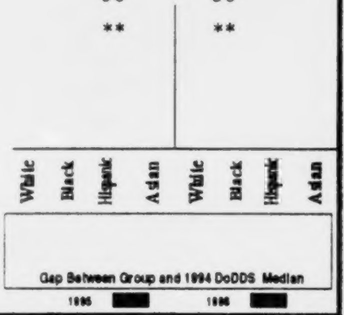
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

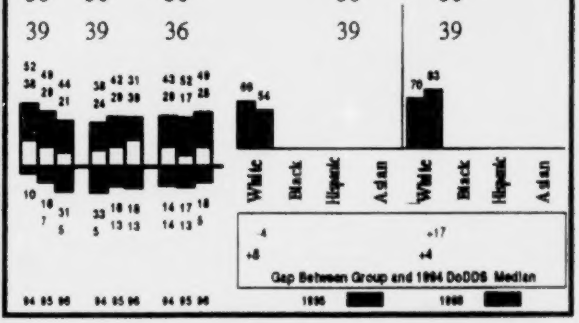
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	69	68	75.3	49	76
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	39	39	36	39	39

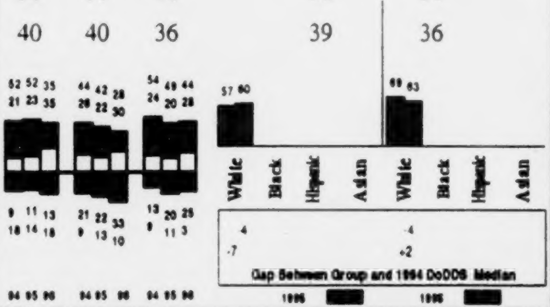
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	65.3	58.3	74.3	59	61.7
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	40	40	36	39	36

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	71%	63%	66%	42%
	1995	73%	76%	64%	41%
Math Avg Score	1994	526	492	472	479
	1995	486	477	480	482
Verbal Avg Score	1994	487	464	430	423
	1995	451	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

London Central HS
PSC 821, BOX 119
FPO AE 09421

DSN Phone:
230-3377/8

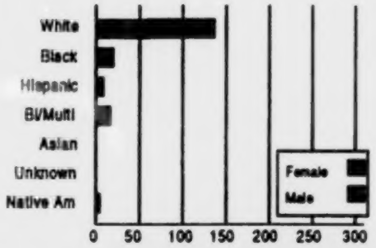
Commercial Phone:
1494-463356

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	32	788.1	28%	41%	22%	9%	0%
8	95	25	750.2	32%	12%	28%	28%	0%
8	96	26	804.2	50%	39%	8%	0%	4%
10	94	44	691.3	23%	25%	25%	16%	5%
10	95	57	778.7	21%	37%	30%	11%	2%
10	96	47	750.3	15%	51%	21%	9%	4%

Department of Defense Education Activity
Menwith Hill Elementary School (PK-9)
1995/96 School Profile
Tom Smith, Principal

School Characteristics

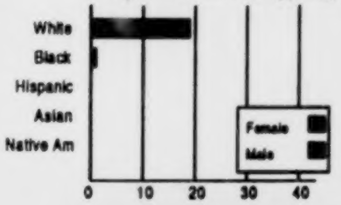
Student Enrollment - 188



Grade	
PreK	3
K	12
1	16
2	17
3	23
4	15
5	26
6	20
7	24
8	17
9	15
Total	188

Sponsor's Affiliation	
Marine	1%
Army	23%
Navy	5%
Air Force	21%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	49%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grades Offered			
PK-12	Special Education	29	15%
K-8	TAG	0	0%
K-12	ESL	1	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
35% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	1
7-10	2
> 10	14

School Staff

Category	FTE
Administrators	1.5
Classroom Teachers	12
Special Education	2
Other Professionals	1.5

Teacher Education

Degree	Teachers
BA/BS	36%
MA/MS	64%
Doctorate	0%

Principal's Highlights

Menwith Hill E/M School has approximately 200 students and is located on RAF Menwith Hill, a communication site in northern England. It has a pre-K-9 program. There is one class per grade level. The middle school has 4 core and 3 exploratory courses. Specialists are shared to support the entire school. The schedule allows for common planning periods for both elementary and middle school teachers.

Over 150 volunteers regularly help in the school as part of a strong Parent Partnership program. NSA has a written Mathematics Partnership whereby DoD employees are given release time to help the math program. The Navy has a Saturday Scholars program in the school. An active PTA and FAST programs are also strengths. Other programs of special note are the Foreign Language in Elementary School (FLES), technology, and writing programs. Every student has a minimum of 2 periods a week of French in grades K-5. MHS pioneered the use of tele-conferencing using VISIT to communicate with other DoDDS schools and locations in the USA.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Strategies focused on increasing writing & oral presentations in all curricular areas. All teachers received an in-service on Writer's workshop & the writing process. Actions include essay questions on tests, varieties of writing assignments, notetaking, student journals & learning logs. A student baseline writing sample was taken to be holistically scored in the Fall.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Centered on increasing problem solving and critical thinking skills by increasing opportunities for students to solve in-depth problems. The staff adopted Problem Solving strategies and will administer a problem to students in the Fall to form a baseline for future comparisons. Staff took a critical look at CTBS math & science scores for achievement gaps.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Strategies focused on increasing two-way communications between the school and community, promoting a highly successful volunteer program and FAST program supports the school. A parent and community attitude survey will be done in September. The staff increased the submission of student work and achievements to base and local publications. Increased PTA support of school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Staff increased use of cc:Mail to communicate with other DoD staff and site teachers. Focus continued on maintaining effective school newsletters to parents and community regarding school activities. Emphasis placed on having all community reps at school functions and increasing community awareness of SIP. LAN cable installed for schoolwide LAN system.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	77%	17%	6%
Math	72%	19%	8%
Science	60%	20%	13%
Social Studies	74%	17%	4%
School Communications	65%	26%	8%

Benchmark 10.8: Establish Technology for teachers and administrators

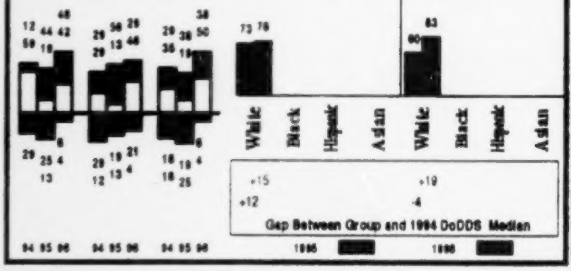
Staff increased use of cc:Mail to communicate with other DoD staff and site teachers. Focus on effective school newsletters to parents and the community regarding school activities. An emphasis on having all community members represented at school functions and increasing community awareness of the SIP. Cable installed for schoolwide LAN.

CTBS Test Results

Grade 3

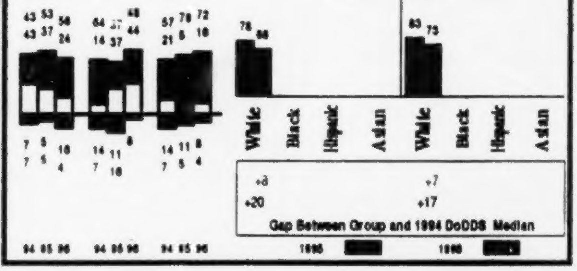
1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	75.4	70	64.7	75	83
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	24	24	24	24	24

Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	81	72	82	52	75.3
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	25	25	25	25	25

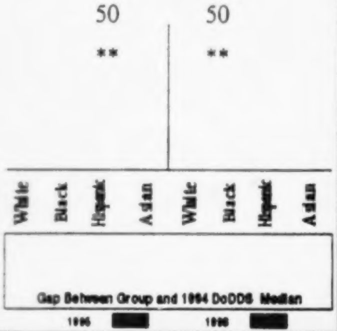


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	63%	66%	42%
	1995	N/A	76%	64%	41%
Math Avg Score	1994	N/A	492	472	479
	1995	N/A	477	480	482
Verbal Avg Score	1994	N/A	464	430	423
	1995	N/A	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Menwith Hill ES/MS
PSC 45, UNIT 8435
APO AE 09468

DSN Phone:
262-7778/9

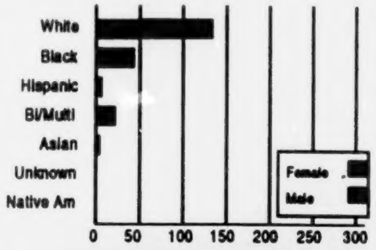
Commercial Phone:
1423-777778

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	24	750.1	13%	54%	29%	4.2%	0%
5	95	19	734.7	26%	47%	21%	0%	5%
5	96	18	748.8	33%	50%	17%	0%	0%
8	94	14	835.9	64%	14%	14%	7%	0%
8	95	14	817.8	57%	21%	14%	7%	0%
8	96	18	821.4	39%	50%	11%	0%	0%

Department of Defense Education Activity
West Ruislip Elementary School (PK-6)
1995/96 School Profile
Cathy Magni, Principal

School Characteristics

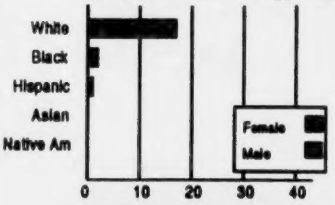
Student Enrollment - 209



Grade	#
PreK	3
K	9
1	33
2	32
3	28
4	31
5	31
6	42
Total	209

Sponsor's Affiliation	
Marine	7%
Army	7%
Navy	58%
Air Force	18%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	11
Special Education	2.5
Other Professionals	3.5

Special Programs			
Grade Offered	[illegible]	[illegible]	[illegible]
PK-12	Special Education	28	13%
K-8	TAG	0	0%
K-12	ESL	8	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
28% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	0
7-10	0
> 10	17

Teacher Education	
Degree	Teachers
BA/BS	21%
MA/MS	64%
Doctorate	14%

Principal's Highlights

Highlights of the year included the following events that were designed to publicize the new Strategic Plan and increase parental support and involvement, as well as, improve communication:

During Sponsor Week all parents were invited to visit the school and participate in a wide variety of ways. At the same time, parents were encouraged to sign the Contract for Kids. This event helped set the tone for the year.

A Contract for Kids was designed by the SILT that promotes parental involvement in the school and creates a partnership atmosphere.

A Partnership for Excellence was officially established with the Navy.

We held the following successful events: Family Writing Festival, Family Math Night, Family PE Night, establishment of the new computer lab after the theft; technology in-service for parents, students, and faculty; school/classroom publication increased and improved in quality; had an active volunteer program and Parent Teacher Group; and increased use of technology by classroom teachers and students.

DoDEA Strategic Plan: School Improvement Implementation School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Emphasis on constructing meaning with reading and writing. Students have kept writing folders, written in the computer lab, kept journals, and written in science and mathematics. Resource-based learning and writers' workshop continue to guide students in using writing as a tool to learn in all subject areas. Writing samples collected. Book clubs and response to literature emphasized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Parents and teachers were provided in-service on implementing strategies for MathLand which emphasizes problem solving, higher order thinking, and reflective writing; broadening the focus of mathematics instruction by providing alternate routes to mastery will bridge the gap. A mathematics rodeo is planned in the Fall to strengthen skills and involve families.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A newly developed parent center, a sponsor's week, a contract for kids, FAST, a technology in-service for parents, and a large number of parent volunteers have increased the numbers of parents involved and, more importantly, changed the quality of the relationship. Next year the family writing/computer night will become a weekly event.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A major goal this past school year has been to improve communication with parents, teachers, military community, and students. All avenues of communication have been used such as Stars and Stripes, parent bulletins, teacher bulletins, base newspaper, command meetings, and small group brainstorming sessions for problem solving.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**68%**	**19%**	**11%**
Math	**71%**	**19%**	**7%**
Science	**66%**	**15%**	**12%**
Social Studies	**60%**	**24%**	**11%**
School Communications	**63%**	**28%**	**10%**

Benchmark 10.8: Establish Technology for teachers and administrators

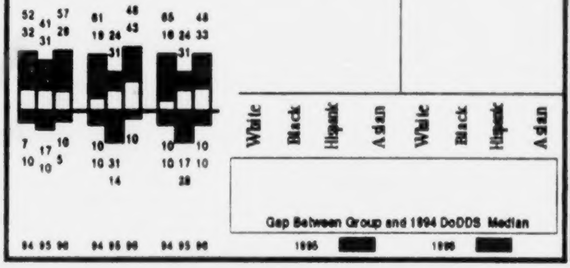
Although the computer lab was not functioning for three months, the technology in-service for teachers, parents and students continued. In-services continued throughout the year with individual instruction on an as-needed basis. Since April, the computer lab has been functioning aggressively implementing our technology plan. Internet is available to students and parents.

CTBS Test Results

Grade 3

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	78	75	77	80	82
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	21	21	21	21	21

Percent of Students in Each Quarter

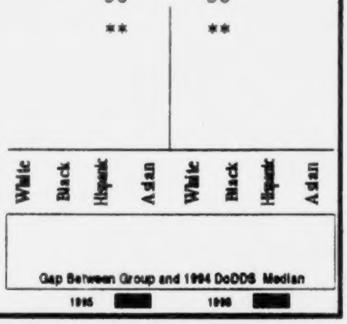


Grade 7

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

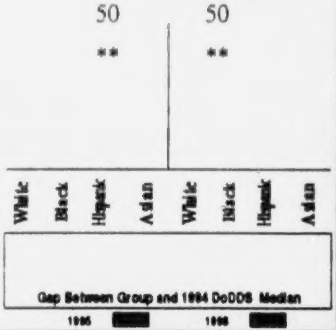


Grade 11

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	N/A	63%	66%	42%
	1995	N/A	76%	64%	41%
Math Avg Score	1994	N/A	492	472	479
	1995	N/A	477	480	482
Verbal Avg Score	1994	N/A	464	430	423
	1995	N/A	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

West Ruislip ES
PSC 821, BOX 104
FPO AE 09421

DSN Phone:
230-4421

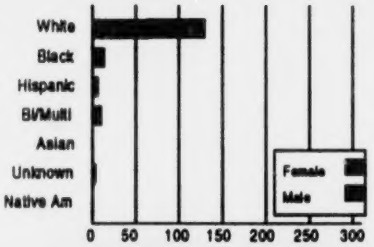
Commercial Phone:
1895-616688

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	38	766.4	29%	42%	24%	5%	0%
5	95	50	735.3	20%	56%	14%	8%	0%
5	96	25	772.4	52%	38%	8%	4%	0%

Department of Defense Education Activity
William F. Halsey Elementary/Middle School (K-8)
1995/96 School Profile
Barbara Mayers, Principal

School Characteristics

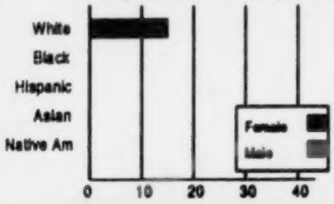
Student Enrollment - 163



Grade	
K	16
1	17
2	25
3	23
4	20
5	15
6	18
7	10
8	19
Total	163

Sponsor's Affiliation	
Marine	3%
Army	1%
Navy	76%
Air Force	16%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered			
PK-12	Special Education	14	9%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
22% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	11

School Staff

Category	FTE
Administrators	1
Classroom Teachers	9
Special Education	1
Other Professionals	3

Teacher Education

Degree	
BA/BS	45%
MA/MS	55%
Doctorate	0%

Principal's Highlights

W.F. Halsey Elementary School is an example of excellence. Whether it is the Parent Report Card, CTBS scores, Writing Assessment, Odyssey of the Mind participation, or the use of technology, we are at the top. Halsey boasts a computer lab, at least five computers per classroom networked to the media center and to each other and a technologically fitted media center with Visit Voice capabilities.

The focus of excellence is driven by the most talented, committed, child-oriented staff I have ever known, and supported by a community who is bemused by the new emphasis on the School-Home Partnership because it has always existed here.

We accept each child as a whole person and provide experiences which foster a desire for lifetime learning.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Highlights included: A schoolwide assessment, Host Nation Instruction, Multi-level teaching styles, cross-grades activities, writing across the curriculum, and a new social studies series. Additionally, all students keep journals.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The following were implemented: Baseline data taken in language arts and math to use for comparison next year; Rubrics created by students; Increased use of manipulatives in math; Computers across the curriculum; and heterogeneous grouping.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Improvements were seen as huge numbers of parent/community volunteers in all areas of school; business, PTO, SAC, SIP, Wednesday Wizards, Team Leaders, Burns Supper, and weekly newsletters and check sheets.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Progress was made in the following areas: Electronic Mail, newsletters, Internet, Bulletin Board, Visit Voice, and Halsey Highlights. Communications has been a priority for the last three years throughout the school. The "effective" component is a work still in progress.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**81%**	**17%**	**0%**
Math	**84%**	**8%**	**6%**
Science	**75%**	**15%**	**2%**
Social Studies	**80%**	**14%**	**2%**
School Communications	**89%**	**10%**	**2%**

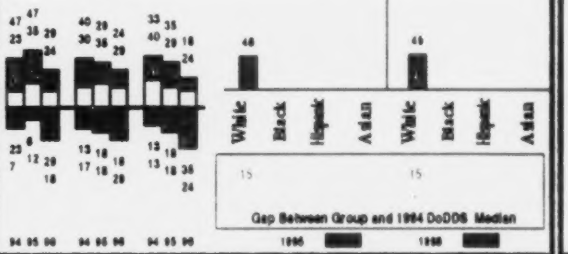
Benchmark 10.8: Establish Technology for teachers and administrators
The following were accomplished: In-service for faculty on computers; School computers networked; Visit Voice; DSAMMS; SIMS; Spreadsheet Data Base- Idea exchange on Bulletin Board; Report cards, mini-reports, and write-ups on the computer.

CTBS Test Results

Grade 3

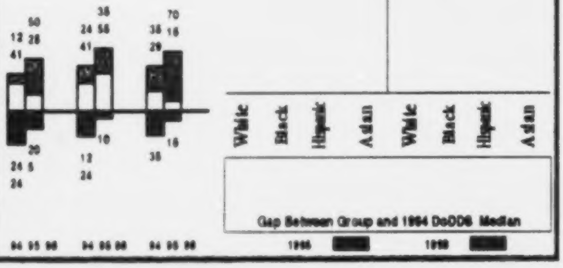
1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	52	52	44	46	46
District	71.3	70.1	65.5	64.1	70
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	67.2	63.8	69.8	52.4	67.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

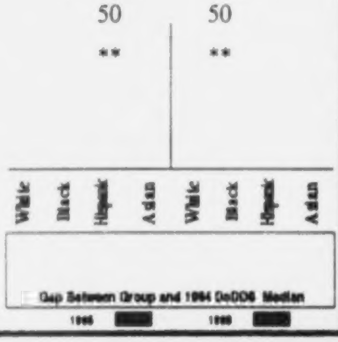


Grade 11

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	72.6	68	74.1	59.7	72
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		[illegible]	District	DoDDS	Nation
% Participating	1994	N/A	63%	66%	42%
	1995	N/A	76%	64%	41%
Math Avg Score	1994	N/A	492	472	479
	1995	N/A	477	480	482
Verbal Avg Score	1994	N/A	464	430	423
	1995	N/A	442	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wm. F. Halsey ES/MS
NSGA EDZELL
PSC 807, BOX 2800
FPO AE 09419-2800

DSN Phone:
229-2314

Commercial Phone:
1356-648-469

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	14	751.8	29%	36%	21%	14%	0%
5	95	16	763.1	6%	88%	0%	6%	0%
5	96	11	774.7	55%	36%	9%	0%	0%
8	94	14	810.4	21.4%	57.1%	21.4%	0%	0%
8	95	12	824.3	58%	33%	8%	0%	0%
8	96	14	781.7	14%	50%	36%	0%	0%

SECTION J

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

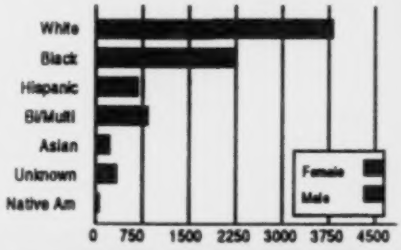
WUERZBURG DISTRICT
1995-1996

BEST COPY AVAILABLE

Department of Defense Education Activity
Wuerzburg 1995/96 District Profile
Richard Osner, Superintendent

District Characteristics

Student Enrollment - 8,122



Special Programs			
Grade Offered			
PK-12	**Special Education**	773	9%
K-8	TAG	438	6%
K-12	ESL	343	4%
1	Reading Recovery	68	6%
7-12	AVID	185	
Students Taking AP Courses		298	62%

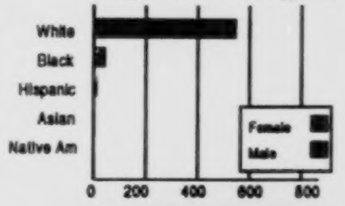
Grade	
PreK	88
K	1047
1	1008
2	887
3	828
4	754
5	653
6	585
7	562
8	449
9	446
10	339
11	247
12	229
Total	8122

Mobility Rate
43% Per Year

Sponsor's Affiliation	
Marine	<5%
Army	93%
Navy	<5%
Air Force	1%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	6%
Non-US Civilians	<5%

Teacher Experience	
Years	Teacher
New	7
1-3	13
4-6	21
7-10	60
> 10	387

Professional Staffing



School Staff	
Category	FTE
Administrators	30
Classroom Teachers	412
Special Education	43
Other Professionals	99

Teacher Education	
Degree	Teacher
BA/BS	36%
MA/MS	63%
Doctorate	2%

Superintendent's Highlights

The Wuerzburg District serves a diverse population at 20 elementary, middle, and high schools across a wide geographical area. United in vision and mission, the district fosters high expectations, instructional leadership, and excellence in teaching to ensure achievement for all students.

The district plan, formulated on the schools' needs, is designed to build an infrastructure for schools' successful accomplishment of the DoDEA Strategic Plan. The main components of our plan emphasize curriculum, instruction, and assessment with equity issues woven throughout. Successful implementation of the district plan thus far includes curriculum training for all members of the DSO education staff, ongoing training for administrators focusing on effective educational leadership skills, and a strong beginning for the district technology plan. Positive feedback on parental involvement indicates another strength.

Looking ahead, the district plan provides for emphasis and training on use of data and strategies for instructional delivery of the curriculum in order to effectively meet the needs of all students.

DoDEA Strategic Plan: District Improvement-Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

The district provided support to schools by facilitating reviews of the DoDEA Curriculum Standards, conducting training in the use of Holistic scoring, providing assessment training for counselors, and celebrating and recognizing student achievement through district wide Young Authors and Foreign Language Festivals.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

In order to fully address equity as it relates to math and science achievement, school personnel selected their instructional strategies from research-based practices. The district math liaison was proactive in fully supporting teachers and educating parents about effective teaching strategies aimed at improving math achievement for all students.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The district has initiated several structures in support of the school-home partnership. The Family Forums continue to provide an avenue of two-way communication between the district and the community. The district also sponsored training focused on building school-home partnership teams and plans are underway for district support of a Parent University.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The district newsletter continues to provide information on current educational trends and research in support of the Strategic Plan. Communication channels have been expanded by the increased access, training in, and use of cc:Mail. Electronic bulletin boards were also created to support communication among teachers and specialists.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	75%	16%	4%
Math	71%	18%	6%
Science	61%	21%	5%
Social Studies	63%	19%	5%
School Communications	76%	18%	5%

Benchmark 10.8: Establish Technology for teachers and administrators

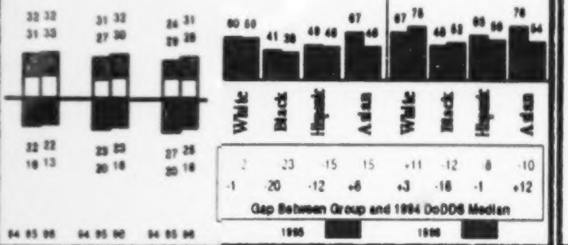
The district technology plan includes a 2 yr timeline for training implementation and guidelines on how to integrate technology into the School Improvement Plan based upon users' needs. Training is on-going to provide a common language and background for users. Future training will focus on curriculum areas and the use of technology to supplement instruction.

CTBS Test Results

Grade 3

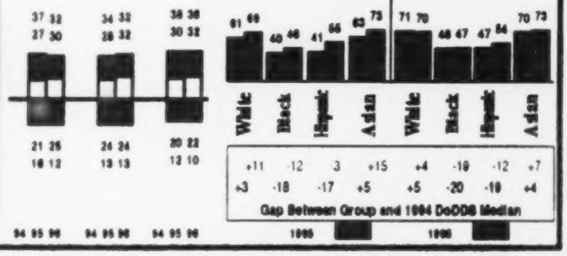
1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	784	781	786	784	784

Percent of Students in Each Quarter



Grade 7

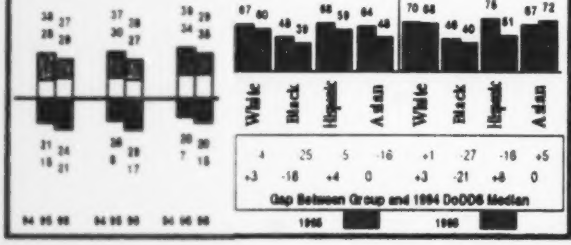
1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	515	513	514	508	517



Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	245	234	241	233	241

Percent of Students in Each Quarter



SAT Results		District	DoDDS	[illegible]
% Participating	1994	59%	66%	42%
	1995	40%	64%	41%
Math Avg Score	1994	458	472	479
	1995	436	480	482
Verbal Avg Score	1994	416	430	423
	1995	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Wuerzburg District
Attn: Richard Osner
417th BSB, Unit 26124
APO AE 09031

DSN Phone:
355-8761

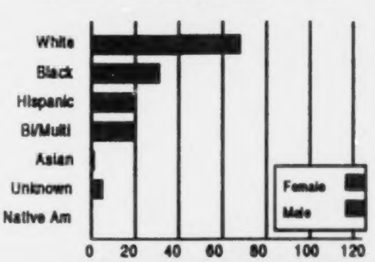
Commercial Phone:
49-9321-37914

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	533	735.0	15.4%	55.7%	18.8%	9.6%	0.6%
5	96	581	729.1	30.3%	49.6%	15.5%	3.1%	1.6%
8	94							
8	95	460	773.8	39.8%	20.7%	24.8%	13.3	1.5%
8	96	413	768.5	19.6%	43.8%	28.6%	6.5%	1.4%
10	94							
10	95	263	772.0	14.7%	38.1%	31.3%	14.7	1.2%
10	96	245	790.9	22.0%	47.8%	24.5%	5.3%	0.4%

Department of Defense Education Activity
Amberg Elementary School (K-6)
1995/96 School Profile
Letcher Connell, Principal

School Characteristics

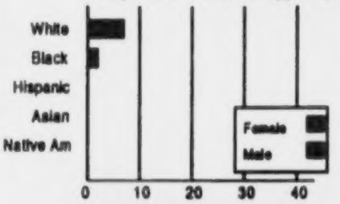
Student Enrollment - 143



Grade	
K	27
1	21
2	29
3	22
4	18
5	15
6	11
Total	143

Sponsor's Affiliation	
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	7
Special Education	0.5
Other Professionals	0.5

Special Programs

Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	10	7%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	[illegible]
New	0
1-3	0
4-6	3
7-10	1
> 10	3

Mobility Rate
66% Per Year

Teacher Education

Degree	% Teacher
BA/BS	50%
MA/MS	50%
Doctorate	0%

Principal's Highlights

Amberg Elementary School began its implementation of the DoDEA Community Strategic Plan in the Fall of 1995. The School Improvement Leadership Team, made up of parents, military representatives, and teachers, decided to focus on the academic areas of social studies and science. Approaches from our previous SIP were incorporated into the new plan. Throughout the year this team identified and expanded different strategies to improve achievement in both areas. In-service workshops and regularly scheduled visits from District Coordinators also kept us focused on our goals.

Recognition and commendation must be given to the continued parental support and involvement evidenced by the large number of parent volunteers assisting throughout the school. Parents worked with students, co-taught in classrooms, and aided the staff in every possible area.

Electronic technology usage increased through cc:Mail capabilities which enabled teachers to contact other faculties and district resource personnel. Our newly established technology committee is planning in-service training for School Year 1996/97 that will have direct impact on our students.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Teachers have implemented the use of more graphic aids to increase thinking skills in the area of Social Studies. Students' progress is evidenced by a 20% increase in scores and a slight increase in above average report card grades (A's & B's). Teachers have observed that students are beginning to apply graphic skills on their own.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Teachers increased their repertoire and expanded their use of exploratory and investigative learning experiences. Data indicates that there is no gender or ethnic gap in science report card grades. All students scored in the average to above average range.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents have worked as co-learners and facilitators within the classroom and for the Science Fun Day. District personnel have been involved with parent training. Based on School Home Partnership information, we incorporated action to work in conjunction with the community to encourage parent involvement through such examples as Red Cross Child Care.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Through the personal contact of teachers and parents, on-going active communication has been enhanced. Afternoon and evening seminars provided co-learning situations that encourage active participation of the parents and better understanding of the curriculum. The abundance of volunteers in the classrooms encourages more parents to become active.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**75%**	**15%**	**1%**
Math	**70%**	**17%**	**1%**
Science	**67%**	**16%**	**1%**
Social Studies	**66%**	**14%**	**2%**
School Communications	**72%**	**19%**	**5%**

Benchmark 10.8: Establish Technology for teachers and administrators

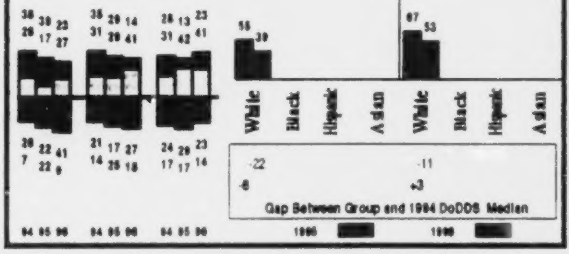
The technology committee inventoried faculty members and administration for upcoming needs directly related to students. Training will include use of Windows and Microsoft Word as well as other appropriate programs related to science and social studies. An Apple LAN system is available for intra-school usage.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	52.5	56.5	58	41	54.7
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	22	22	22	22	22

Percent of Students in Each Quarter

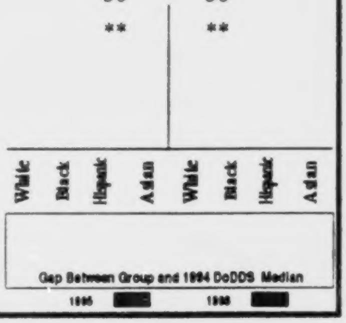


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

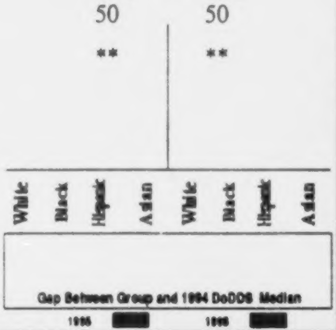


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	438	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results:A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Amberg ES
CMR 414
APO AE 09173

DSN Phone:

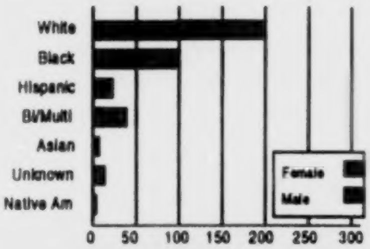
Commercial Phone:
9621-74396/71895

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	18	730.1	17%	61%	17%	0%	6%
5	95	18	712.3	0%	61%	22%	17%	0%
5	96	14	737.9	29%	50%	21%	0%	0%

Department of Defense Education Activity
Ansbach Elementary School (PK-6)
1995/96 School Profile
Wayne Dozark, Principal

School Characteristics

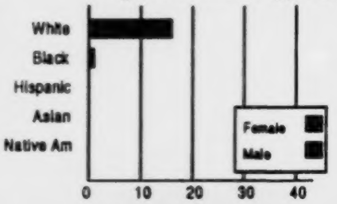
Student Enrollment - 382



Grade	#
PreK	7
K	65
1	60
2	58
3	50
4	50
5	50
6	42
Total	382

Sponsor's Affiliation	
Marine	<.5%
Army	92%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	39	10%
K-8	TAG	0	0%
K-12	ESL	16	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	
Other Professionals	4.5

Teacher Experience	
Year	Teachers
New	0
1-3	0
4-6	3
7-10	0
> 10	17

Mobility Rate
43% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

Principal's Highlights

Ansbach Elementary School is located in Katterbach, Germany near Ansbach. It is a modern two story building with 15 classrooms, media center, art and music rooms, multi-purpose room that serves as a cafeteria and gym, and a nurses' station. AES educates a diverse population of students including learning impaired, Reading Lab, English as a Second Language and general education programs. Our school motto of "Learning for a Lifetime" is reflected in our core curriculum. Although our technological support is limited, we have managed to instill basic computer literacy in our students.

Our Media Center provides a wide range of reading materials as well as a limited number of computers to support the Accelerated Reader Program that is an integral part of our reading program. The program is run by parent volunteers who come in on a weekly basis to upgrade the records and provide assistance to students.

Our Home-School link is the pride of our school with parents actively involved with their children's education on all levels. The staff has high expectations for all students and maintains the belief that all students can be successful. The warm caring attitudes of our staff make Ansbach Elementary School an ideal environment to foster student growth and development.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Plans have centered on new strategies to increase reading comprehension and developing a more positive attitude toward leisure reading. During the summer, a teacher will be serving on the reading text selection committee which will allow input that reflects our SIP goals. The expansion of the Accelerated Reader Program broadens our scope of comprehension data.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Staff members have been effective in implementing the MathLand Program. This has allowed us to focus attention for next year on increasing computation skills and viewing math across the curriculum. This summer one staff member will attend the MathLand Train the Trainer course and another will receive training in interfacing math with computer technology.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The school has been successful in achieving the goal of increased parent involvement. Due to the partnership of PTSA and the Leadership Team we will be offering parent orientation that explains the school system as well as our SIP goals. More than 30 parents are involved on a weekly basis with schoolwide programs and classroom assistance.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school has upgraded our weekly newsletter to reflect our emphasis on technology and effective communication. Plans are being made for more general meetings of the PTSA for the dissemination of information. These will provide a forum for informal training in current trends that support our goals. The increased parent involvement provides frequent informal feedback.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	82%	12%	4%
Math	77%	16%	3%
Science	67%	18%	1%
Social Studies	70%	14%	2%
School Communications	88%	11%	1%

Benchmark 10.8: Establish Technology for teachers and administrators

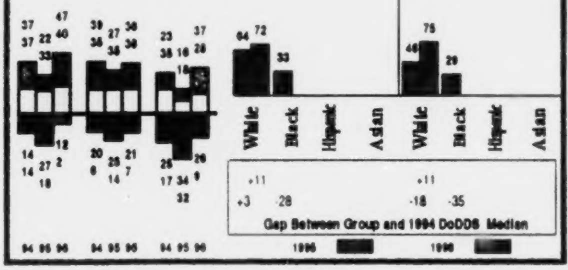
Our plans are hampered by the lack of hardware to support the language arts, reading and math curriculums. Many teachers have received training in computer usage but with inadequate systems it can not be implemented in the classroom. Teachers are enthusiastic about the use of computers and continue their efforts to obtain a modern computer lab.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70.3	64.5	62	61	70
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	43	42	43	43	43

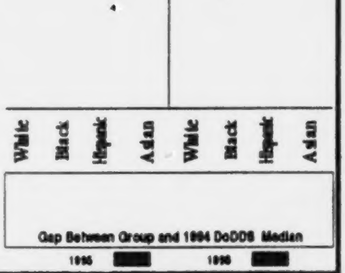
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

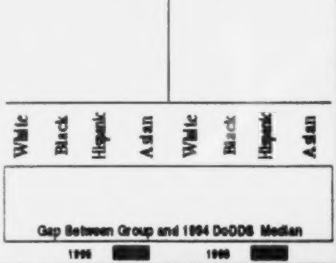


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	[illegible]	[illegible]
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ansbach ES
CMR 454, BOX 3616
APO AE 09250

DSN Phone:
467-2628/9

Commercial Phone:
9802-7657

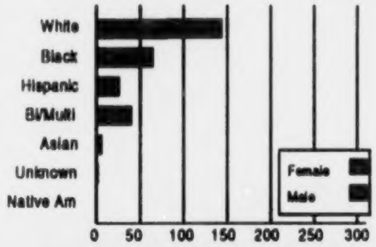
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	39	741.5	18%	41%	33%	8%	0%
5	95	42	769.7	21%	62%	14%	2%	0%
5	96	46	720.8	20%	59%	20%	2%	0%

Department of Defense Education Activity
Ansbach High School (7-12)
1995/96 School Profile

Larry Sessions, Principal

School Characteristics

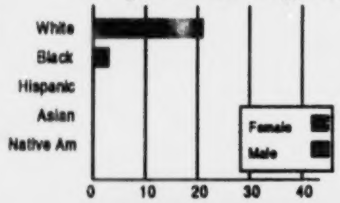
Student Enrollment - 284



Grade	
7	52
8	48
9	53
10	55
11	36
12	40
Total	284

Sponsor's Affiliation	
Marine	<.5%
Army	81%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	15	5%
K-8	TAG	0	0%
K-12	ESL	8	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	27	
AP Courses Offered		3	
Students Taking AP Courses		37	48%

Mobility Rate
41% Per Year

Teacher Experience	
Year	Teacher
New	1
1-3	0
4-6	0
7-10	3
> 10	19

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	1
Other Professionals	2.5

Teacher Education	
Degree	Teacher
BA/BS	25%
MA/MS	75%
Doctorate	0%

Principal's Highlights

All timelines of the SIP Team Checklist were met.

The School Improvement Steering Committee was very active and highly productive. Parents and students were engaged and involved in decision making.

The school has a well organized and effective leadership team with strong co-chairs, Paul Currier and Elsie Pietsch, who were commended by the visiting NCA team for "providing excellent organizational structure for the school improvement process."

The faculty and community are very involved in all SIP activities. There is a genuine effort on the part of the entire staff to work to improve student performance through the SI Plan.

Good progress was made towards meeting the goals of the Strategic Plan's priority benchmarks.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

We continue to implement many planned "writing across the curriculum" activities. As students increase in fluency, teachers are exploring ways to help them in written communication in all content areas. Writing as a process is recommended in all content areas, computers are being used as tools for writing, and peer editing is commonly used in all content areas.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

4.2 A curriculum review was conducted in all departments, identifying units in each subject area for inclusion of math skills. Teachers from all departments brainstormed and submitted a list of activities for use in all content areas, to include real life applications, interdisciplinary math activities, and the use of technology for math.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

8.1 The staff and administration are strongly aware of the need for meaningful school-to-home communication, and a wide variety of methods are being utilized to keep parents informed. Parental input, together with that of the staff, indicates that there is a strong willingness on the part of the Ansbach M/HS staff to work outside of normal duty time to provide extra help.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

School regularly communicates with parents and community through a series of newsletters, informing all of important school activities. Parents, students, and community members are an active part of the SIP process, as well as other school activities. Widespread use of cc:Mail facilitates communication within the school, local military and DoDEA communities.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**71%**	**25%**	**4%**
Math	**72%**	**19%**	**8%**
Science	**65%**	**23%**	**11%**
Social Studies	**71%**	**18%**	**8%**
School Communications	**61%**	**27%**	**12%**

Benchmark 10.8: Establish Technology for teachers and administrators

10.8 The school is well equipped technologically to provide support for instructional programs. There is a strong desire and awareness on the part of students, parents, staff, and administration to be proactive in the area of technology management. In addition, the availability of cc:Mail for all staff members provides communication opportunities.

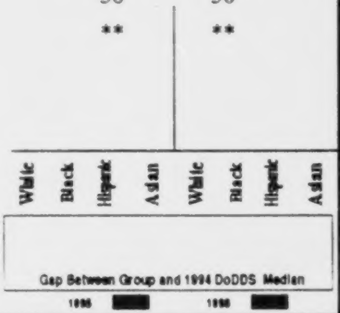
CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for:School	**	**	**	**	**
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

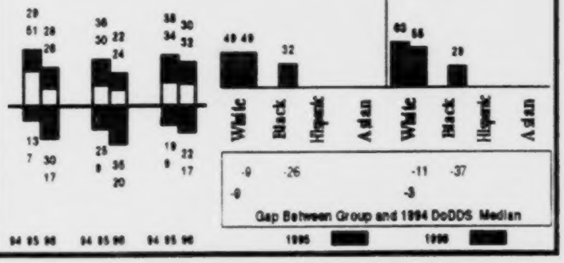
NOT APPLICABLE



Grade 7

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for:School	53.5	45	66.3	46	47
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	54	55	54	54	55

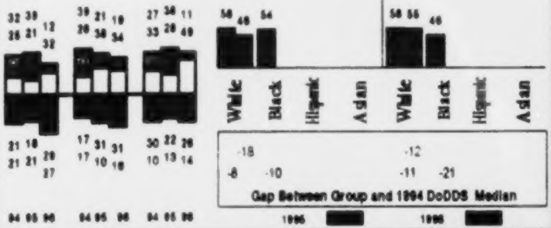
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for:School	48	52	56	45.7	48
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	34	32	35	33	33

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	57%	59%	66%	42%
	1995	25%	40%	64%	41%
Math Avg Score	1994	497	458	472	479
	1995	525	436	480	482
Verbal Avg Score	1994	473	416	430	423
	1995	461	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

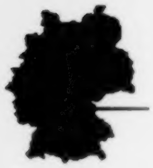
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ansbach M/HS
CMR 454, Box 1317
APO AE 09250-0005

DSN Phone:
467-2808/9

Commercial Phone:
9802-223

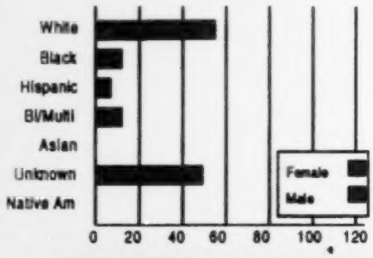
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94							
8	95	35	836.3	69%	11%	17%	3%	0%
8	96	46	805.3	22%	65%	13%	0%	0%
10	94	55	741.6	18%	20%	36%	24%	2%
10	95	44	757.5	9%	43%	30%	16%	0%
10	96	35	777.2	11%	49%	37%	3%	0%



Department of Defense Education Activity
Bad Kissingen Elementary School (K-5)
1995/96 School Profile
Bonnie Bowen, Principal

School Characteristics

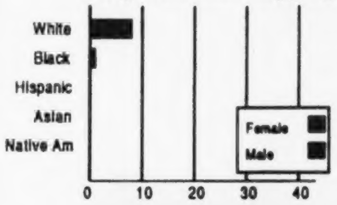
Student Enrollment - 135



Grade	#
K	18
1	27
2	26
3	21
4	28
5	15
Total	135

Sponsor's Affiliation	
Marine	<.5%
Army	98%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	8
Special Education	1
Other Professionals	2.5

Special Programs

Grade Offered	Program		
PK-12	Special Education	26	19%
K-8	TAG	0	0%
K-12	ESL	33	24%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	1
7-10	2
> 10	6

Mobility Rate
57% Per Year

Teacher Education

Degree	% Teachers
BA/BS	36%
MA/MS	55%
Doctorate	9%

Principal's Highlights

Bad Kissingen American Elementary School is one of the small schools in DODEA that is ready and eager to forge ahead in technology. Located in Bad Kissingen, Germany, it is a one story building with 12 classrooms, a computer lab, media center, art, music and host nation rooms. The school has a strong parent involvement program and the parents support the School Improvement Plan.

Bad Kissingen ES provides a sound educational program for students in grades K-5. Besides the general subjects there are classes for students in: Reading Recovery, learning impaired, talented and gifted, English as a second language, art/music, comp. ed., health, guidance and host nation intercultural program. Instruction is provided using a variety of instructional strategies and techniques to include: cooperative learning, manipulatives and computer-assisted instruction.

A variety of after school programs is provided for students: computer club, writing club, math club, media club, creative kid's club and student council. The school has high expectations for students. The predominant belief is all children can learn and succeed.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

CTBS test scores indicate growth in the total language scores. The baseline data of March 95(NCE) ranged from 46.8-55.5. The March 96 data ranged from 45.1-66.5 for grades 3 through 5. Grades 3 and 4 CTBS scores are 12% higher. Same class comparisons from 4th to 5th grade: writing conventions moved from 64% to 77%.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategies focused on developing student understanding of math. CTBS data for '95 ranged from 46%-65%; division 29%-44%; measurement 14%-57%. The data for '96: ranged from 46%-71%; 47%-71% for multiplication; 47%-54% for division; and 43%-63% for measurement. Same class comparisons: 3rd-4th multiplication 65%-71%; division 39% to 48%.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Baseline data has been collected for parental participation in homework: for math 75%-89% responded; reading calendars (% of students returning signed 80% of the time) ranged from 13%-77%. 14% of the parents were involved in volunteering for at least 6 hours to assist in direct instruction during the 1995-1996 school year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school uses a variety of ways to inform parents and the community about important school activities and encourages involvement. These include the monthly newsletters, monthly school leadership meetings, SAC and quarterly curricular in-services for parents and community. Plans are underway to set up a parent volunteer coordinator, a parent center and childcare.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**60%**	**26%**	**12%**
Math	**55%**	**26%**	**14%**
Science	**39%**	**27%**	**16%**
Social Studies	**39%**	**32%**	**9%**
School Communications	**73%**	**20%**	**7%**

Benchmark 10.8: Establish Technology for teachers and administrators

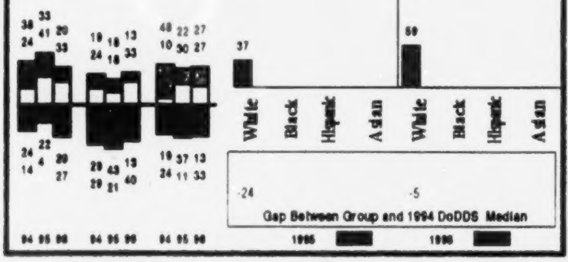
All 3rd, 4th and 5th graders have completed keyboarding. Fifty percent of the 2nd graders have completed keyboarding. The 3rd, 4th and 5th graders have received instruction in word processing. The computers have been used as instructional tools in more than one curricular area by all students. All classrooms have a computer and there is a school computer lab of Apples.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	55	48	56	37	60
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	15	15	15	15	15

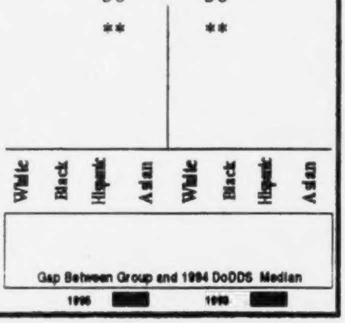
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

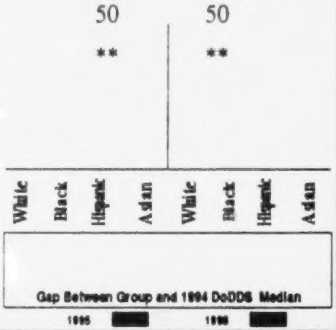


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

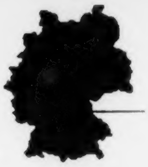
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Kissingen ES
CMR 464
APO AE 09226

DSN Phone:

Commercial Phone:
971-65204/67597

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	10	684.1	10%	20%	40%	30%	0%
5	95	11	629.9	9%	46%	0%	36%	0%
5	96	13	725.7	23%	46%	15%	15%	0%

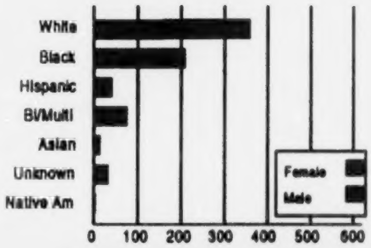


Department of Defense Education Activity
Bamberg Elementary School (PK-6)
1995/96 School Profile

Joan I. Luczai, Principal

School Characteristics

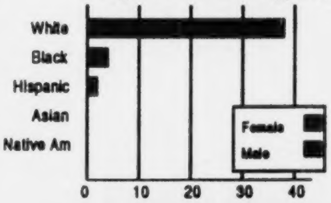
Student Enrollment - 708



Grade	#
PreK	8
K	134
1	128
2	103
3	105
4	85
5	77
6	68
Total	708

Sponsor's Affiliation	
Marine	<5%
Army	97%
Navy	<5%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	2%
Non-US Civilians	<5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	67	9%
K-8	TAG	150	21%
K-12	ESL	22	3%
1	Reading Recovery	8	6%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
45% Per Year

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	0
7-10	4
> 10	39

School Staff

Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	2
Other Professionals	9.5

Teacher Education

Degree	Teacher
BA/BS	36%
MA/MS	62%
Doctorate	3%

Principal's Highlights

Bamberg Elementary is located in beautiful northern Bavaria. We are an Army community of 8719 with 1/8 of the service members deployed to Bosnia. What began as a staff school improvement committee now includes parents; we hope to increase their number and degree of involvement this coming year, as our present group brought much insight to our School Improvement Process.

We "discovered" the most powerful tool for creating a viable team of parents and teachers as co-learners, co-teachers, co-supporters, communicators, and decision makers, is personal face-to-face communication. Telling an individual that s/he is needed, and respecting that individual's input leads to a strenghtening of the home/school partnership. Our parents have demonstrated their desire for a good education for their children, and our staff stands ready to provide that education. We are able to offer a variety of activities designed to expand the experiential background of our student population.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Writing across the curriculum is the Language Arts focus for the school year '95-96. Staff was trained in the use of a rubric in holistic scoring and the administration of a writing prompt. The school Leadership Team monitored student progress through random samples of schoolwide writing activities.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The focus for the school year was authentic problem solving in math. The staff was trained in the implementation and use of the new math materials and in student diversity (equity). The School Leadership Team monitored the progress of the students through surveys of the assessment rubric from the MathLand program.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Beyond parent volunteers and participation in parent conferences, we enlisted survey responses from parents on their understanding of the School Leadership goals and the new math program. Members of the staff and parents attended training on building effective home/school partnerships. A cadre of parents has joined with the teachers in building the partnership.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Bamberg Elementary distributes a monthly parent newsletter as well as updates to keep parents informed. Also offered to parents were informational presentations on the new report cards and the new math program. In the Fall, an inclusive school wide calendar of events and activities for SY '96-'97 will be distributed to give parents a broader scope.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	71%	17%	5%
Math	73%	16%	4%
Science	56%	23%	5%
Social Studies	58%	19%	5%
School Communications	77%	19%	3%

Benchmark 10.8: Establish Technology for teachers and administrators

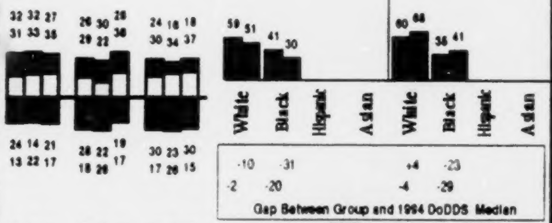
In-service training was provided to the staff on the software available within the school and the math program. The use of the computer lab has been increased to provide more time for student use, beyond the computer class schedule. A monitoring system has been implemented to monitor the use of the computers in the building and to provide direction for further training.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62.5	60.5	55.5	41.4	54.6
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	104	104	105	103	104

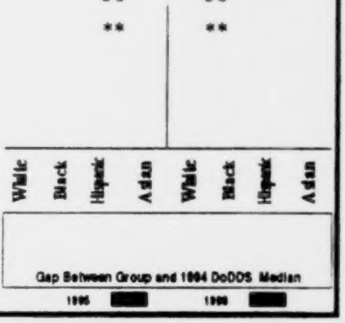
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

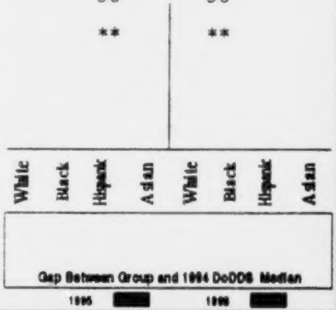


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	[illegible]	[illegible]
% Participating	1994	N/A	59%	68%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

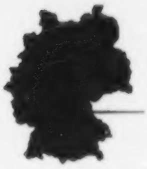
Bamberg ES
UNIT 27539
APO AE 09139

DSN Phone:
469-7616/7661

Commercial Phone:
951-37214

DoDEA Writing Assessment

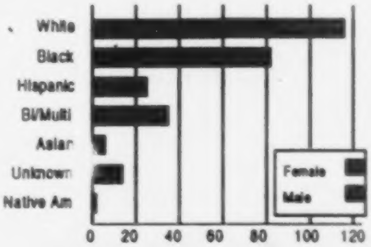
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	48	716.5	6%	40%	42%	13%	0%
5	95	62	741.5	18%	57%	15%	11%	0%
5	96	67	770.6	48%	48%	3%	0%	1%



Department of Defense Education Activity
Bamberg High School (7-12)
1995/96 School Profile
Bud Korth, Principal

School Characteristics

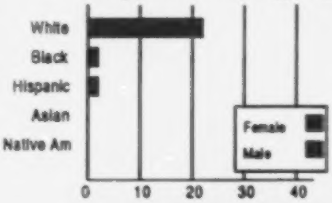
Student Enrollment - 280



Grade	#
7	66
8	52
9	48
10	46
11	32
12	36
Total	280

Sponsor's Affiliation	
Marine	<.5%
Army	91%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	13	5%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	18	
AP Courses Offered		4	
Students Taking AP Courses		17	25%

Mobility Rate
30% Per Year

Teacher Experience

Years	Teachers
New	2
1-3	1
4-6	1
7-10	4
> 10	18

School Staff

Category	FTE
Administrators	2
Classroom Teachers	21.5
Special Education	1
Other Professionals	1.5

Teacher Education

Degree	% Teachers
BA/BS	36%
MA/MS	59%
Doctorate	5%

Principal's Highlights

Through the School Improvement Process (SIP), Bamberg H.S. won the "gold star" in NCA outcomes accreditation during 1996.

All faculty members served on one of four SIP committees: Math/Science, Language, Home-school, or Technology. The strategic plan directed committee's focus.

SIP math intervention saw significant improvements in CTBS scores in fractions in grades 8-11. Also in 1996, the SIP language focus on sentence formation resulted in significant CTBS increases in grades 7 and 9-11 in this area.

Bamberg High School established an academic parent-school partnership by initiating a unique program that had students teaching parents how to do homework assignments. After instruction from students, the homework was done by parents, who were graded for their efforts.

DoDEA's Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Plans have centered on improving sentence formation in grades 7-12. Early CTBS results indicate interventions have been successful. The Fall group writing intervention will be implemented. Writing in-services have been provided for students and teachers this school year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategies focused on communicating math ideas in many curricular areas with an emphasis on fractions and decimals. Early CTBS results indicate that interventions have been successful. Math tutoring will be implemented in the Fall. A math placement test will be designed to enhance the curriculum.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parent and community resources were utilized to stress the importance of writing in the workplace. Teacher-parent homework activity was designed and implemented. Plans are being made to further use the homework activity in the Fall. Parental involvement was outstanding with 15 parents actively participating on committees.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school uses the bi-monthly school newspaper to inform parents and the community about SIP activities. Plans are being made to increase communication using a multi-media approach. SIP bulletin board is in place for students, staff, and parents.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**78%**	**21%**	**1%**
Math	**71%**	**19%**	**9%**
Science	**68%**	**26%**	**4%**
Social Studies	**70%**	**20%**	**6%**
School Communications	**79%**	**16%**	**6%**

Benchmark 10.8: Establish Technology for teachers and administrators

A technology survey was created and implemented to monitor use in classrooms. Students are being encouraged to use computers to complete one final writing draft per semester. School anticipates being LAN ready in the Fall. Further discussion will take place in the Fall for planning.

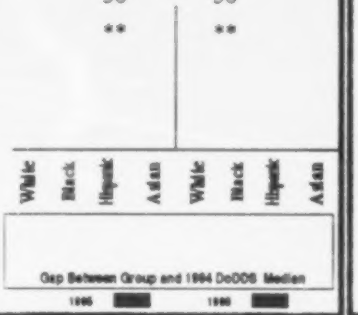
CTBS Test Results

Grade 3

	Benchmark 3.1			**Benchmark 4.2**	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

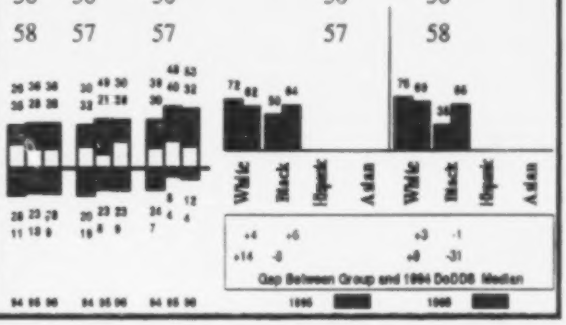
NOT APPLICABLE



Grade 7

	Benchmark 3.1			**Benchmark 4.2**	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	65.5	61	76.3	62	65.5
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	58	57	57	57	58

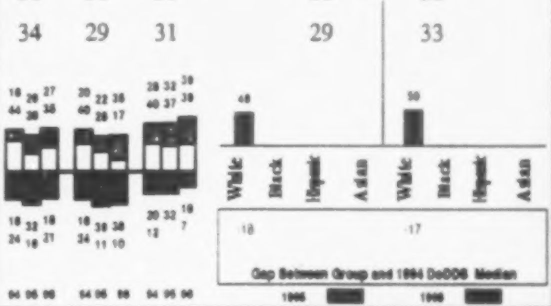
Percent of Students in Each Quarter



Grade 11

	Benchmark 3.1			**Benchmark 4.2**	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	59.5	54	64.7	51	58
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	34	29	31	29	33

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nat
% Participating	1994	0%	59%	66%	42%
	1995	36%	40%	64%	41%
Math Avg Score	1994		458	472	479
	1995	371	436	480	482
Verbal Avg Score	1994		416	430	423
	1995	342	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bamberg HS
UNIT 27539
APO AE 09139

DSN Phone:
469-8874/7630

Commercial Phone:
951-32316

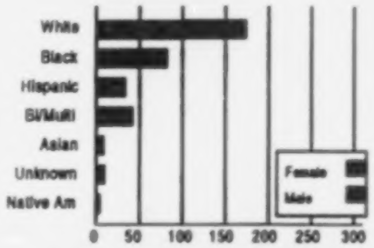
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	35	766.6	20%	46%	20%	14%	0%
8	95	36	716.5	25%	17%	19%	38%	0%
8	96	51	705.9	18%	37%	24%	14%	2%
10	94	25	801.1	28%	40%	28%	4%	0%
10	95	43	795.7	21%	40%	30%	9%	0%
10	96	36	804.9	25%	53%	19%	3%	0%

Department of Defense Education Activity
Grafenwoehr Elementary School (PK-6)
1995/96 School Profile

Richard Sagerman, Principal

School Characteristics

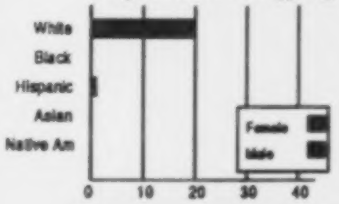
Student Enrollment - 354



Grade	
PreK	2
K	61
1	63
2	54
3	45
4	51
5	44
6	34
Total	354

Sponsor's Affiliation	
Marine	<5%
Army	92%
Navy	<5%
Air Force	2%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	6%
Non-US Civilians	<5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	33	9%
K-8	TAG	0	0%
K-12	ESL	18	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
37% Per Year

Teacher Experience	
Years	Teacher
New	0
1-3	2
4-6	0
7-10	0
> 10	18

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	1
Other Professionals	4.5

Teacher Education	
Degree	Teacher
BA/BS	38%
MA/MS	58%
Doctorate	4%

Principal's Highlights

Grafenwoehr Elementary School is a school on the move - planning for the future just a little ahead of the times. Located in Germany, Grafenwoehr Elementary School is a one story building with a separate Art & Music room, a Technology Lab, and a Media Center.

Construction of a new multi-purpose room to include a cafeteria and gymnasium is to be completed by December 1996. Grafenwoehr Elementary educates a diverse population of approximately 350 students in grades K-6.

Strengths of our school include a strong school-home partnership program, a computer lab used by all teachers; an effective Reading program with components of METRA and CIRC built in: and an innovative teaching staff motivated to excel.

Grafenwoehr Elementary School traditionally has provided outstanding after school programs which support and enrich the core curriculum. Activities such as Choir, Year Book, Drama, Computer Lab, and Art enabled students to take advantage of the wide range of specialties shared by a talented, professional staff.

Students work in an environment that challenges them to their full potential, while learning in an academic atmosphere that does not accept mediocrity as the standard.

Grafenwoehr Elementary is a school where students, educators and parents come first. A climate of respect and academic success is the expectation for everyone.

DoDEA Strategic Plan: School Improvement Implementation - School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Strategies have focused on increasing reading comprehension. CIRC techniques have been employed in most classrooms, second through sixth grade. Core literature was widely used to enhance love of reading as well as comprehension.. Schoolwide comprehension scores on Macmillan Unit tests improved by 7.5%. CTBS reading scores improved across the board.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Implementation of MathLand offered an opportunity for extensive use of manipulatives and problem solving. Teachers were given the opportunity of training on the job site. Local data provided no clear trends. New objective measures are being sought. CTBS math scores improved on an average of three percentile points.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Active parental participation in our FAST program provided an excellent opportunity for two way communication. Approximately 25 to 30% of our parent population attended. Parents have also been involved in our technology training and MathLand workshops.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parents have been regularly informed of SIP progress through schoolwide bulletins and newsletters. A variety of communication tools are used by the staff to keep parents informed of student progress, programs in the school, and ways to be involved in their children's education.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	95%	3%	2%
Math	88%	8%	2%
Science	83%	10%	2%
Social Studies	81%	10%	2%
School Communications	78%	13%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

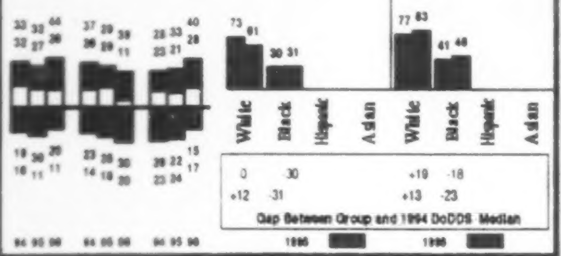
Several teacher workshops in the use of technology in the classroom have been conducted. These workshops included: use of technology integration in the classroom, wordprocessing, recordkeeping, spreadsheets, and newsletters.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.5	51.5	69.3	57.7	72.7
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	46	46	47	46	47

Percent of Students in Each Quarter

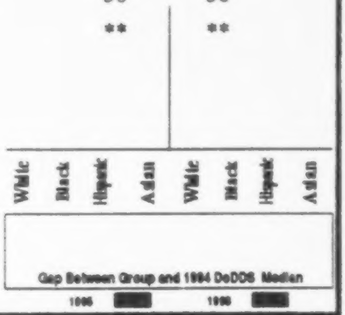


Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

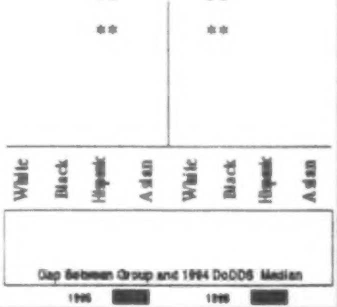


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	[illegible]	Nation
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

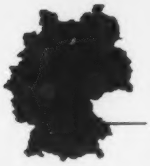
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Grafenwoehr ES
UNIT 28127
APO AE 09114

DSN Phone:
475-7133/6132

Commercial Phone:
9641-83-7133

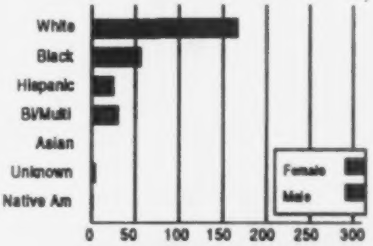
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	54	751.4	22%	37%	37%	4%	0%
5	95	37	728.6	11%	57%	27%	5%	0%
5	96	39	693.6	21%	62%	8%	5%	0%



Department of Defense Education Activity
Hohenfels Elementary School (PK-6)
1995/96 School Profile
Susan Somaini, Principal

School Characteristics

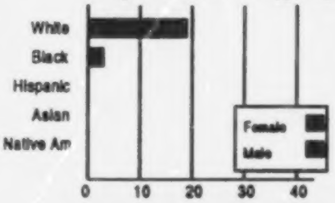
Student Enrollment - 283



Grade	
PreK	13
K	42
1	55
2	38
3	39
4	25
5	35
6	36
Total	283

Sponsor's Affiliation	
Marine	<.5%
Army	84%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grades Offered	Program		
PK-12	Special Education	36	13%
K-8	TAG	0	0%
K-12	ESL	12	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
46% Per Year

Teacher Experience

[illegible]	
New	
1-3	
4-6	
7-10	
> 10	

School Staff

Category	FTE
Administrators	1
Classroom Teachers	15.5
Special Education	2.5
Other Professionals	3.5

Teacher Education

Degree	Teachers
BA/BS	42%
MA/MS	58%
Doctorate	0%

Principal's Highlights

Our improvement team is composed of parents, teachers, administrators and community members. We have focused our improvement process in the academic areas of reading comprehension and mathematics. Within these areas we have incorporated parent participation and technology. We have seen positive results in the area of reading comprehension on our CTBS scores. The scores for grades 4-6 have increased 10 or more percentage points per grade level. In the area of mathematics we have been able to expand our previous "problem solving" School Improvement Plan within our current mathe-matics plan. These strategies have enriched our new plan to improve problem solving with the use of a variety of manipulatives as applied to real life situations. Our CTBS scores have also risen in the area of Concepts and Applications for grades 4-6.

Next year we will continue to implement and improve our reading and math plans with a special focus on technology. The completion of our school computer network will greatly increase our opportunities to provide an expanded technology program for all students. The continued training of our teachers in this area will facilitate the implementation of technology in the classroom. We hope to strengthen all areas with the assistance of parent involvement .

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Our goal was to increase comprehension and vocabulary. Teachers brainstormed and implemented a variety of activities to promote academic growth. Future plans include a narrowing of this variety to focus on the most successful techniques.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategies focused on improving understanding of the use of manipulatives in real world situations. Training was provided to the teachers to better facilitate these new techniques. This summer, a teacher will participate in the summer DoDEA training and will act as our resident trainer for mathematics.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Every effort was made to inform parents of student progress in reading and math. Many school activities were sponsored to encourage a strong home-school partnership. Future plans will include eliciting greater parent involvement in curriculum related activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A SIP leadership team was established early in the year. The three core teachers worked with teachers and parents on choosing benchmarks, strategies and developing action plans. Next year we plan to organize subcommittees for each of the benchmarks and utilize the parent and community representatives on a broader scale.

Report Card from DoDDS Parents

Overall Quality	A/B	C	D/F
Language Arts	70%	18%	5%
Math	69%	14%	10%
Science	63%	17%	10%
Social Studies	62%	20%	4%
School Communications	69%	22%	10%

Benchmark 10.8: Establish Technology for teachers and administrators

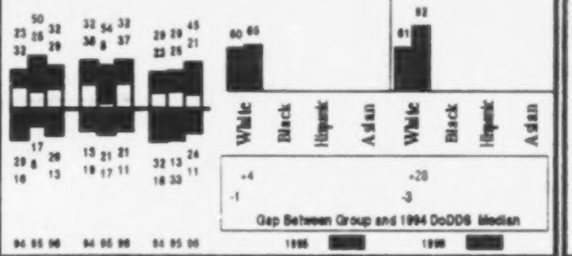
All teachers have consistently utilized the computer lab to facilitate growth in reading and math. Teachers have participated in after school training and in-services. Plans for Fall '96 include the addition of a technology committee and a computer specialist.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	65	68.7	72.3	60.5	85.7
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	38	38	38	38	38

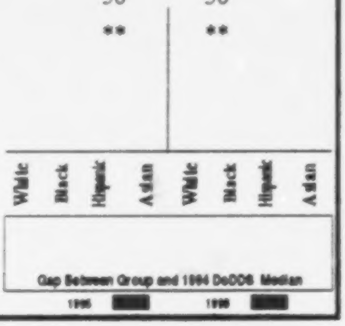
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

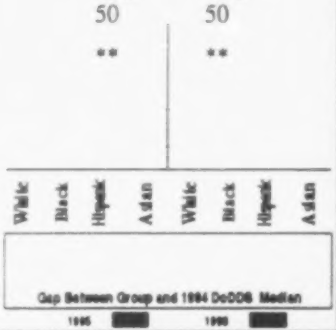


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

Percent of Students in Each Quarter



SAT Results

		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

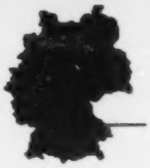
Hohenfels ES
UNIT 28214
APO AE 09173

DSN Phone:
466-2829/2729

Commercial Phone:
9472-737

DoDEA Writing Assessment

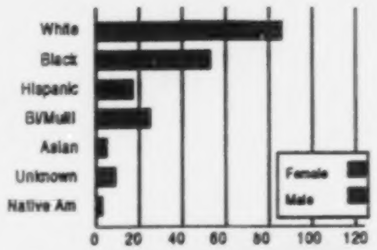
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	22	716.4	5%	41%	46%	9%	0%
5	95	29	693.4	3%	66%	14%	14%	3%
5	96	32	768.9	41%	53%	6%	0%	0%



Department of Defense Education Activity
Hohenfels High School (7-12)
1995/96 School Profile
Michael Thompson, Principal

School Characteristics

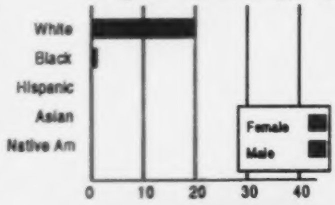
Student Enrollment - 198



Grade	#
7	48
8	32
9	44
10	36
11	24
12	14
Total	198

Sponsor's Affiliation	
Marine	<.5%
Army	90%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	[illegible]		
PK-12	Special Education	21	11%
K-8	TAG	0	0%
K-12	ESL	3	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	12	
AP Courses Offered		3	
Students Taking AP Courses		16	42%

Mobility Rate
27% Per Year

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	1
7-10	3
> 10	15

School Staff

Category	FTE
Administrators	1
Classroom Teachers	17.5
Special Education	1
Other Professionals	1.5

Teacher Education

Degree	Teachers
BA/BS	37%
MA/MS	63%
Doctorate	0%

Principal's Highlights

The new high school at Hohenfels was opened on time and has been fully functional throughout the school year. A block schedule to maximize available instructional time was implemented.

The school was accredited without any deficiencies. A site visit by an NCA team was held in April and the School Improvement Plan was reviewed and recommendations were made to assist the school with its implementation.

Student willingness to write was evidenced by the entries received for a number of voluntary programs and contests. The number of entries exceeded those of past such activities.

The school is scheduled for the installation of a school wide LAN that will enhance the technology options for all students in all curricular areas.

Portfolios of work associated with the School Improvement Plan are being maintained in the school.

Parent involvement increased with the development of pre-school and after-school tutoring programs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

All teachers are incorporating writing into their curricula. There is evidence that there is less reluctance on the part of student to write. Teacher support of the writing component of the program has been strong and positive. Next steps are to incorporate critical thinking and problem solving skills in developing student writing assignments.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

All curriculum areas are including the use of fractions, decimals and percentages as part of their instruction. CTBS scores have been received and a review indicates that the goal selected was, and still is, an area that we have to continue to emphasize. We are not as far along with this area as we are with the writing goal. Teacher participation has been positive.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

We initiated a Tutor (Academic Coach) program that will become the cornerstone of our School-Home-Community partnership effort. The program will begin in August. Parent and community support for this program has been positive and encouraging both from the standpoint of supporting student participation and volunteering as tutors.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

We are continuing to use newsletters and mailings to communicate with parents. Conference days are being scheduled for SY 96/97. Parental involvement in the Tutor (Academic Coach) program is being solicited throughout the community through all modes of communication that are available.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts			
Math			
Science			
Social Studies			
School Communications			

Benchmark 10.8: Establish Technology for teachers and administrators

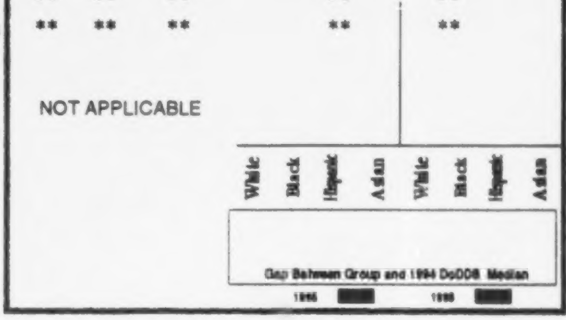
The district computer specialist is presenting the District Technology Plan for all staff. The Media Center is being upgraded. A plan to LAN both the high school and elementary school is in place and should be completed by October. Training is a need being expressed by staff in order to most effectively utilize the available technology.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

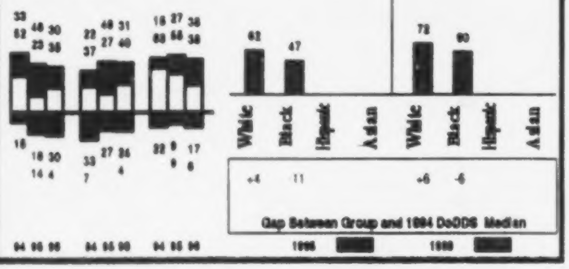
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62.5	65	69	51.7	68
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	46	45	47	44	47

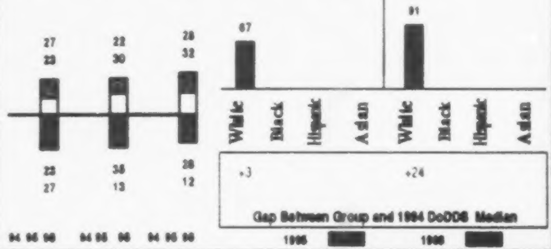
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	49.7	51	55	45.3	54
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	26	23	25	25	25

Percent of Students in Each Quarter



SAT Results		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Hohenfels HS
UNIT 28214
APO AE 09173

DSN Phone:
466-4300

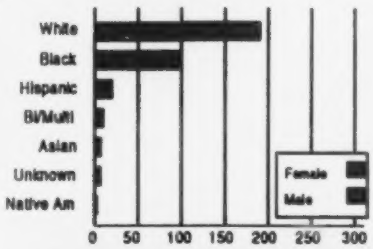
Commercial Phone:
9472-1205

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	21	723.9	24%	24%	24%	24%	5%
8	95	30	795.7	43%	33%	7%	17%	0%
8	96	29	732.3	14%	17%	41%	28%	0%
10	94							
10	95							
10	96	30	767.1	7%	50%	33%	10%	0%

Department of Defense Education Activity
Illesheim Elementary/Middle School (PK-8)
1995/96 School Profile
Ed Mantel, Principal

School Characteristics

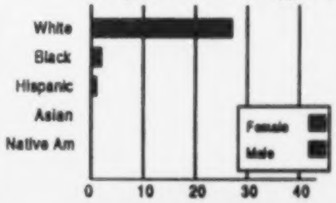
Student Enrollment - 336



Grade	
PreK	5
K	65
1	52
2	42
3	
4	37
5	35
6	22
7	24
8	17
Total	336

Sponsor's Affiliation	
Marine	<5%
Army	92%
Navy	<5%
Air Force	3%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	5%
Non-US Civilians	<5%

Professional Staffing



Special Programs			
Grade Offered			
PK-12	Special Education	34	10%
K-8	TAG	56	17%
K-12	ESL	12	4%
1	Reading Recovery	8	15%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
32% Per Year

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	3
7-10	3
> 10	22

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	14.5
Special Education	1.5
Other Professionals	4.5

Teacher Education	
Degree	Teachers
BA/BS	25%
MA/MS	75%
Doctorate	0%

Principal's Highlights

Illesheim Elementary/Middle School had all of its operations reviewed through four team visits. A SAV (financial) team recommended changes in handling enrollment forms. A DLRP (logistics) team found the school conforming to DoDDS expectations in handling orders and property. A monitoring (special education) team found no citations, no corrective actions, and no concerns. The North Central Association team gave the school a very positive report and confirmed its accreditation status.

IEMS continued updating its technological capabilities. Its self-help effort to connect classrooms to a LAN was completed with at least one computer in each classroom. A new Pentium computer lab was received and set up by volunteers. Teachers were trained to use cc:Mail and added to the DoDDS directory in the Fall. Students were trained to use cc:Mail in-house as "Tiger Mail." By the end of the year, they could send messages to parents in Bosnia, using a staff member's address.

The school continued its mission of "striving to learn, learning to care." The "striving to learn" emphasis focused on implementation of the new social studies textbooks and MathLand materials. Concerns about MathLand were alleviated by inviting parents to classes and through homework requiring parent interaction. The "Learning to care" emphasis identified students with learning and social problems, and helped them cope with their problems.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

The school selected language arts as its area of emphasis to improve language arts and reading scores through writing activities. Intervention strategies included writing in journals across subject areas, using daily oral language (DOL) and the Accelerated Reader program. CTBS results showed NP of mean NCE is at the 70th percentiles for grades four, five and six.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The school focused its emphasis on improving concepts and applications (C&A) in math. Strategies to improve scores included implementing MathLand, completing math journals, and involving parents in the math programs. CTBS scores in C&A were high (64%) at the third and fourth grade levels.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents were encouraged to visit the school for "Lessons and Lunch." The lessons were implementation of the new math adoption and led to parent support of this new program. A recent community workshop on the School-Home connection encouraged members to give organized parent support. Participation in the parent-teacher conferences was in the ninety percentiles.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school publishes a weekly newsletter, ChalkDust, to inform the community on school activities and educational concerns. "Lesson and Lunch," after school opening of a computer lab, and several evening programs on areas in the curriculum have involved many parents. On the parent report card 49% rated school communications as an "A."

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**80%**	**16%**	**3%**
Math	**78%**	**12%**	**6%**
Science	**63%**	**16%**	**5%**
Social Studies	**65%**	**17%**	**4%**
School Communications	**86%**	**12%**	**2%**

Benchmark 10.8: Establish Technology for teachers and administrators

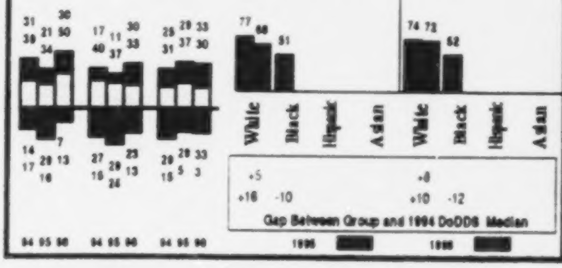
The school completed project of running cables to connect each classroom to a LAN. A new pentium lab was received and setup. Students are ecstatic over the multi-media writer's workshop. Teachers were trained to use cc:Mail, some completed a weekend workshop on Windows and Word and others learned to use Cruncher, part of the new math program.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62.3	60	62.5	61.7	72
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	30	30	30	30	30

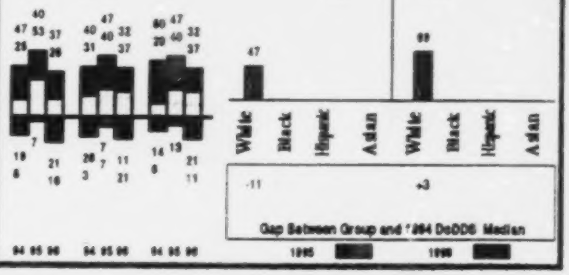
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	57.5	55.2	64	44.4	63
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	19	19	19	19	19

Percent of Students in Each Quarter

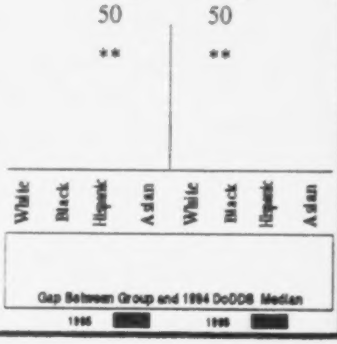


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	[illegible]	Nation
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Illesheim ES/MS
CMR 416, BOX J
APO AE 09140

DSN Phone:
467-4631/4731

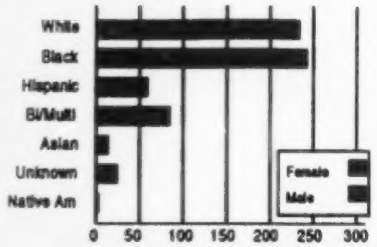
Commercial Phone:
9841-8408

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	35	774.4	23%	54%	23%	0%	0%
5	95	27	789.9	37%	44%	19%	0%	0%
5	96	31	789.1	61%	36%	0%	3%	0%
8	94	19	805.7	58%	26%	11%	0%	5%
8	95	18	841.7	61%	33%	6%	0%	0%
8	96	17	773.1	18%	41%	35%	6%	0%

Department of Defense Education Activity
Kitzingen Elementary School (PK-4)
1995/96 School Profile
Janet Colvin, Principal

School Characteristics

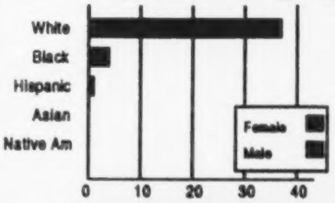
Student Enrollment - 652



Grade	
PreK	10
K	140
1	161
2	126
3	104
4	111
Total	652

Sponsor's Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered			
PK-12	Special Education	75	12%
K-8	TAG	0	0%
K-12	ESL	22	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
49% Per Year

Teacher Experience

[illegible]	[illegible]
New	0
1-3	0
4-6	4
7-10	16
> 10	19

School Staff

Category	FTE
Administrators	2
Classroom Teachers	26.5
Special Education	4
Other Professionals	8.5

Teacher Education

Degree	Teacher
BA/BS	40%
MA/MS	57%
Doctorate	2%

Principal's Highlights

Kitzingen Elementary School, with an enrollment of 650, K-4th grade students is housed in two separated buildings. Each facility has a cafeteria, gym, media center and specialist rooms. There are 23 classroom teachers.

The school has a diverse population of students to include pre-school handicapped, learning & physically disabled, ESL and general education.

The building with 3rd & 4th grade students houses a room with 20 IBM compatible computers. Almost all 3rd & 4th grade students use the lab weekly for computer writing and receive an extra period a week for science. The school is striving to overcome the many road-blocks to get both buildings technologically up-to-date.

KES is committed to supporting high achievement for all children. The staff participated in Teacher Effectiveness Student Achievement (TESA) for the purpose of reducing gender and racial gaps in achievement. KES is working to ensure that all students are successful academically and socially.

The staff has focused on increasing parental involvement in the school. To this end we can show more parental participation in PTSA, SAC volunteer service and our very active FAST program.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

The strategies for Reading/Language Arts improvement were threefold--increase oral communication, provide opportunities to write and encourage pleasure reading. All fourth graders participate in computer lab on a weekly basis for writing. Third grade has been initiated into the computer writing cycle. All teachers have used the holistic writing rubric at least twice.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Through the use of manipulative techniques, teachers were enabled to encourage collaborative problem solving. Teachers facilitated mathematical communication emphasizing oral and written expression. Teachers designed scoring guides (rubrics) for assessment. Implemented TESA training to increase teacher awareness/techniques which reduce gender/racial/ethnic gaps.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents were involved in SIP, SAC, a very active PTSA and FAST & asked to participate in home reading projects (reading logs, "Blackout TV Night") in school projects (Read-a-thon, Valentine reading luncheon). A number of parents were involved in after school nights to learn about Star Lab & Math and 3 MathLand presentations by principal, teachers and district coord.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school sends a monthly newsletter, spreads notices of events , informs parents & community about the school's goals, programs and achievements. Teachers send frequent newsletters about their classroom progress. Evening programs sponsored by FAST and PTSA provide important vehicles of communication and help build support and spirit for our students and staff.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	73%	14%	4%
Math	68%	17%	5%
Science	50%	22%	6%
Social Studies	56%	18%	5%
School Communications	73%	21%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

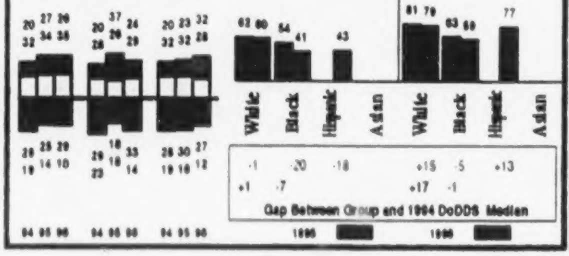
The school sends a bi-monthly newsletter, spreads notices of events, informs parents & community about the school's goals, programs and achievements. Teachers send frequent newsletters about their classroom progress. Evening programs sponsored by FAST and PTSA provide important vehicles of communication and help built support and spirit for our students and staff.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	56.3	54.3	60.7	41.8	72
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	100	100	99	100	100

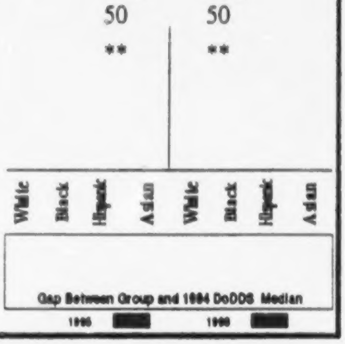
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

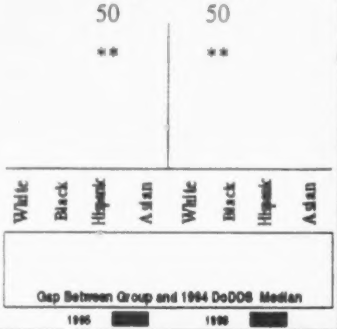


Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

Percent of Students in Each Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kitzingen ES
UNIT 26124
APO AE 09031

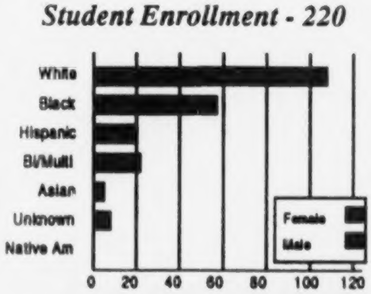
DSN Phone:
355-8837/8637

Commercial Phone:
9321-24100/23191

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

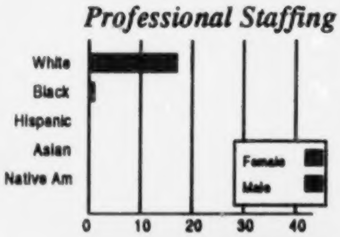
Department of Defense Education Activity
Rainbow Elementary/Middle School (K-6)
1995/96 School Profile
Margaret Deatherage, Principal

School Characteristics


Student Enrollment - 220

Grade	
K	47
1	37
2	27
3	36
4	28
5	26
6	19
Total	220

Sponsor's Affiliation	
Marine	<.5%
Army	92%
Navy	<.5%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%


Professional Staffing

Special Programs

Grade Offered			
PK-12	Special Education	12	5%
K-8	TAG	0	0%
K-12	ESL	21	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	3
> 10	11

Mobility Rate
50% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	11
Special Education	2.5
Other Professionals	3.5

Teacher Education

Degree	Teacher
BA/BS	56%
MA/MS	44%
Doctorate	0%

Principal's Highlights

Rainbow had a great School Improvement year! We have enjoyed a most successful NCA visit which affirmed our priorities and celebrated our achievements. Staff, parents and community members work together to provide the best for our students. The school-home partnership is strong and ensures that excellence will continue in all areas of our student's lives. Technology remains a strong priority and is integrated in all subject areas. The integration of the new MathLand program with our Math/Problem Solving plan has proven to be a very successful change. We look forward to continuing the implementation next year. We began our Language Arts/Written Communication plan SY 93/94 and the staff feels that with our successes in this area, the plan is ready to be institutionalized. We will be ready to develop a new plan next year. I would like to thank our two School Improvement Chairpersons, Cindy Blachly and Emily Young, for their excellent leadership this year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

In our selected area of "Writing Across the Curriculum," there is much evidence of improvement. Holistically scored written language samples have shown improvement at all grade levels. Process writing is implemented in all grade levels. Every student in the school published a book or bookpage for Young Author's. We believe this plan is ready to be institutionalized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Our school selected the area of Math-Problem Solving this year. We have implemented the MathLand program in all grade levels which emphasizes problem solving. All teachers were observed by the principal teaching a MathLand Unit lesson. We look forward to continuing the implementation next year.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents have been involved in all facets education. Communication through weekly publication of "Communicator." Parents involved through parent/ teacher conferences, PTSA, Rainbow week, Mathland parent nights, Science Fair, field trips, volunteer program, and "open door." Communication maintained at all school levels by Ms.Erdmann & Currier, DSO and HQ.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication was maintained among parents, school, DSO and DoDEA HQ. The "Communicator" was used to publish information relating to the strategic plan. Ms. Erdmann & Ms. Currier were especially helpful in ensuring that all information transmitted was understood at the school level.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	80%	12%	3%
Math	71%	12%	10%
Science	55%	19%	13%
Social Studies	58%	14%	8%
School Communications	79%	17%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

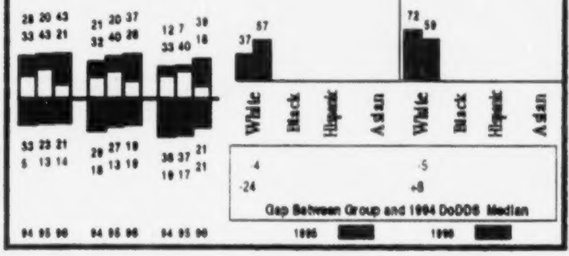
Electronic technology training was provided at Rainbow through our BBF program. Each week the teachers met to study in the area of computer technology and use. Ms. Welton, computer specialist from the DSO, volunteered to teach a computer class at the school and 12 teachers received college credit in computer technology.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	63	62	61.5	53	52
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	28	27	28	28	28

Percent of Students in Each Quarter

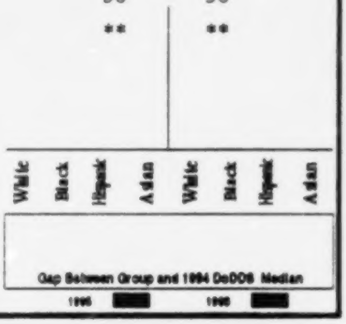


Grade 7

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

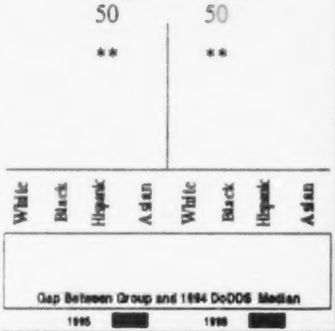


Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	[illegible]	Nation
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	460	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Rainbow ES
UNIT 28614, BOX 0040
APO AE 09177

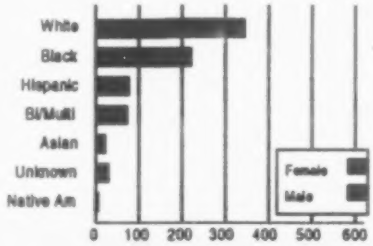
DSN Phone:
468-7806/8

Commercial Phone:
981-15984

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	30	631	7%	20%	33%	33%	0%
5	95							
5	96	19	755	37%	47%	16%	0%	0%

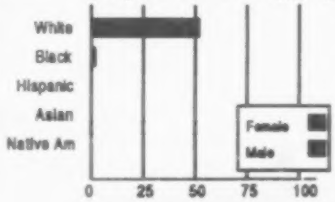
Department of Defense Education Activity
Schweinfurt Elementary School (PK-5)
1995/96 School Profile
Daniel J. Osgood, Principal

School Characteristics


Student Enrollment - 775

Grade	
PreK	16
K	159
1	155
2	135
3	125
4	102
5	83
Total	775

Sponsor's Affiliation	
Marine	<.5%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%


Professional Staffing

Special Programs

Grade Offered	[illegible]		
PK-12	Special Education	102	13%
K-8	TAG	52	7%
K-12	ESL	47	6%
1	Reading Recovery	24	15%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
57% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	5
4-6	1
7-10	6
> 10	39

School Staff

Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	5.5
Other Professionals	12.5

Teacher Education

Degree	Teachers
BA/BS	34%
MA/MS	66%
Doctorate	0%

Principal's Highlights

Schweinfurt Elementary School is a 800+ student complex comprised of 45 classrooms and a professional staff of 61, offering a variety of programs to a diverse student population.

Our School Improvement Plan was finalized in December after providing staff and community with a letter of justification for the proposed SIP goals. A draft of the purposed plan was submitted in November. The final plan reflected the input from both staff and parents.

The major areas of emphasis this school year were: writing across the curriculum to improve communication skills, increasing parent communication and involvement in the curriculum, implementing the MathLand program with a special focus on providing a variety of problem solving experiences, and increasing the use of technology in both math and language arts through the use of computer technology.

At the end of the first year, our major area of success is in Language Arts. Student's writing samples, holistically scored on a 4 point scale, showed an increase of 16.1% in scores indicating proficiency and mastery from January to June. There was an across-the-board increase on the CTBS Language Arts scores in the area of Total Expression.

We are extremely proud of our accomplishments this year and look forward to continuing the challenges we've set for ourselves and our students next year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Our school plan has focused on writing across the curriculum in an effort to improve communication skills. All teachers, classroom and specialist, have been trained in holistic scoring. Student scores indicating proficiency/mastery have increased 12.2% from 2nd to 3rd quarter. CTBS scores in Total Language Expression have increased an average of 3.6%.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The implementation of the MathLand program allowed us a good vehicle for continuing to work on a SIP goal from last school year, that of challenging students to work through a variety of problem solving experiences. While CTBS Total Math scores are down approximately 5%, Math C&A scores are down <1%. We will continue to improve this subject area.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our goal was to increase parent awareness and involvement in the language arts and math curriculums. Parent involvement in the FAST program tripled from Sept. to May. Five Parent MathLand Nights were held. Although atten- dance declined after troops were deployed, parent surveys indicate they felt a high degree of awareness and involvement in both areas this school year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A Principal's Newsletter informing parents about important school activities is sent home bi-monthly. As a result of parent input, the format of the newsletter has recently been changed. In an effort to improve communication, our school plans to begin next school year with an Open House the first week of school and establish a parent center in the building.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	74%	12%	5%
Math	71%	14%	4%
Science	53%	21%	5%
Social Studies	59%	16%	4%
School Communications	80%	17%	2%

Benchmark 10.8: Establish Technology for teachers and administrators

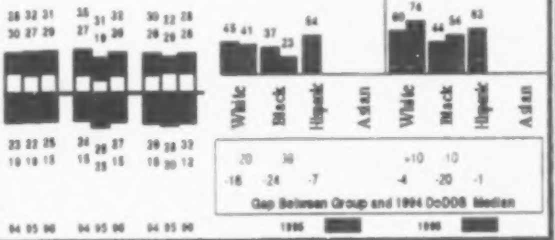
Schweinfurt Elementary School has installed LAN schoolwide. We offered instruction in, and made available cc:Mail to all teachers and administrators. We will establish a Computer Lab with 30 IBM compatible computers and a full time facilitator. Our Media Center will be one of three in the Wuerzburg District to be given a full technolgical upgrade for SY 96-97.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	57.7	58	56.8	34.3	60.7
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	127	127	127	127	125

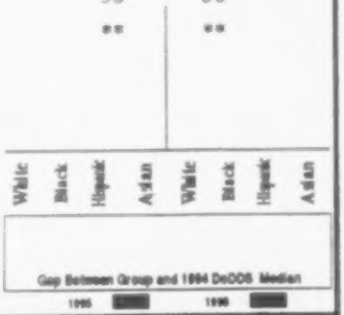
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

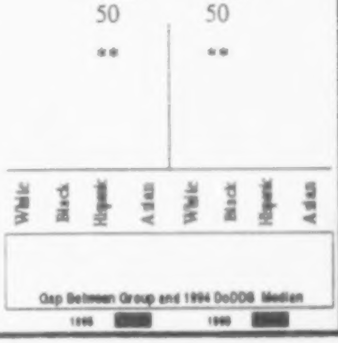


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Schweinfurt ES
CMR 457
APO AE 09033

DSN Phone:
354-6734/6518

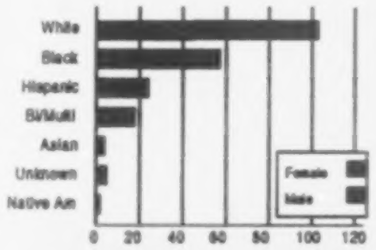
Commercial Phone:
9721-81893

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	121	741.9	16%	43%	35%	7%	0%
5	95	63	733.9	11%	61%	16%	12%	0%
5	96	73	693.4	29%	41%	22%	4%	1%

Department of Defense Education Activity
Schweinfurt Middle School (6-8)
1995/96 School Profile
E.B. Stafford, Principal

School Characteristics

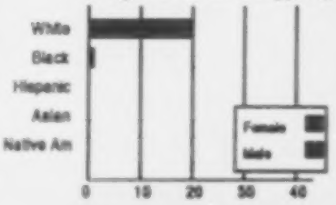
Student Enrollment - 212



Grade	
6	83
7	69
8	60
Total	212

Sponsor's Affiliation	
Marine	<5%
Army	95%
Navy	<5%
Air Force	1%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	4%
Non-US Civilians	<5%

Professional Staffing



Special Programs			
Grade Offered			
PK-12	Special Education	20	9%
K-8	TAG	25	12%
K-12	ESL	41	19%
1	Reading Recovery	N/A	N/A
7-12	AVID	13	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
60% Per Year

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	1
Other Professionals	2.5

Teacher Education	
Degree	Teachers
BA/BS	50%
MA/MS	50%
Doctorate	0%

Principal's Highlights

Schweinfurt Middle School has continued to involve the staff and the community in our decision making process. Our School Advisory Committee has continued to be active in the School Improvement Plan. From the onset, our staff has been committed to a viable educational program for all students. As resources have dwindled, we have sought ways to not only continue to offer our children what we have always offered, but to find ways to meet the new challenges brought on by an ever changing world. As an example, we offered training to our staff which enabled them to teach keyboarding to all of our students. We will continue to find ways to use technology to help deliver the curriculum.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Language Arts teachers focused on improving paragraph structure, paragraph coherence and combining sentences. All subject areas integrated writing. Teachers received training, Part I, in writing and instructional delivery. Emphasis for SY 96/97 will be on instructional delivery with special emphasis and training in the areas of need identified by 1996 CTBS scores.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategies focused on use of manipulatives and increasing opportunities for students to solve meaningful problems. A variety of methods was used to better communicate with and involve parents. Increased emphasis was placed on areas identified by CTBS scores related to DoDDS objectives in the areas of number operations, data interpretation, algebra, geometry, and measurement.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents, students and staff participated together in planning for school improvement. Special home/school outreach was provided for families with service members in Bosnia. An evening parent/school learning program was provided and three programs are planed for SY 96/97. Parents will receive a planned itinerary for home/school programs in September 96.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

SMS has initiated several ways to facilitate the organizational development system of the strategic plan. We, as a pilot, produced two F.A.S.T. newsletters whose content was devoted entirely to the Home/School connection. For SY 96/97 we plan to team together with ARMY FAMILY TEAM BUILDING to offer courses on providing a learning environment in the home.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	65%	22%	13%
Math	76%	19%	5%
Science	75%	21%	4%
Social Studies	72%	20%	8%
School Communications	61%	30%	10%

Benchmark 10.8: Establish Technology for teachers and administrators

SMS has initiated ways to facilitate the organizational development system of the strategic plan. Faculty trained in Word and WordPerfect, cc:Mail, and other software. Training accomplished through in-service, after school, and Saturdays. Staff also trained on effective use of school wide LAN. We have one Apple lab on LAN with more LAN capability planned in 1997.

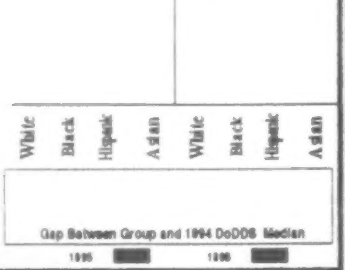
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

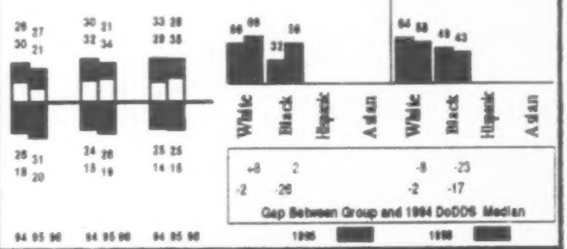
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	49	49	56.5	61	51
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	68	68	67	65	68

Percent of Students in Each Quarter

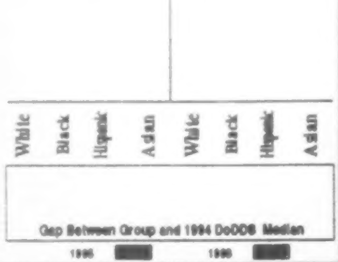


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Schweinfurt MS

CMR 457

APO AE 09033

DSN Phone:
354-6812/3

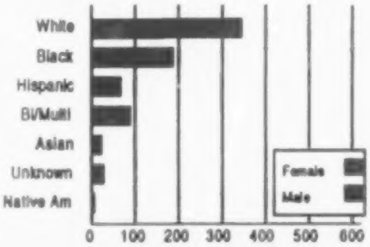
Commercial Phone:
9721-804301

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	69	782.6	28%	41%	17%	12%	1%
8	95	70	793	50%	24%	17%	6%	3%
8	96	49	804.2	33%	45%	20%	2%	0%

Department of Defense Education Activity
Vilseck Elementary School (PK-6)
1995/96 School Profile
Martin M. Kinney, Principal

School Characteristics

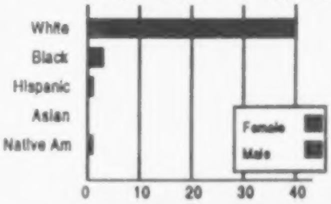
Student Enrollment - 741



Grade	#
PreK	8
K	130
1	110
2	109
3	121
4	93
5	87
6	83
Total	741

Sponsor's Affiliation	
Marine	<.5%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	76	10%
K-8	TAG	45	6%
K-12	ESL	42	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
42% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	6
> 10	39

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	4
Other Professionals	11.5

Teacher Education	
Degree	% Teachers
BA/BS	38%
MA/MS	63%
Doctorate	0%

Principal's Highlights

Vilseck Elementary School SIP highlights during SY 95-96 were as follows:

Parents made progress toward being co-decision makers in the education of their children.

The School Improvement Team was formed, and made sometimes awkward, but always steady, progress toward efficiency.

Technology became embedded in curriculum, staff and parent communication, and instructional practice as teachers explored with their students the exciting possibilities inherent in technology.

Students learned mathematics this year using manipulative, concrete materials. The staff effectively explored new instructional strategies to meet the challenge.

Students were the beneficiaries as the staff explored ways to increase reading skills, and at the same time, develop a love of reading.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Plans have centered on creating a literary-rich environment. Teachers will emphasize vocabulary development and multi-meaning words. The staff received in-service training on alternative reading delivery systems and vocabulary development.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategies focused on linking the use of manipulatives to symbolic mathematical concepts. Teachers received in-service training on the MathLand program and supplemental materials.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Curricular presentations for parents were a regular part of SAC, PTSA, and FAST. Parents were encouraged to volunteer in classrooms and a volunteer recognition program took place. Parents were encouraged to attend in-service days.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication was facilitated by regular newsletters, curricular presentations at FAST, SAC, and PTSA meetings, school wide displays, parent/child home activities to reinforce classwork, and open houses.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	77%	13%	4%
Math	72%	16%	5%
Science	64%	20%	4%
Social Studies	63%	18%	4%
School Communications	84%	13%	3%

Benchmark 10.8: Establish Technology for teachers and administrators

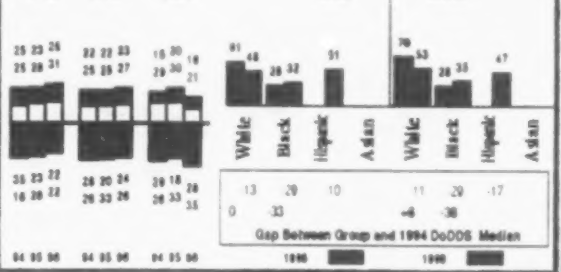
School wide in-service for teachers was offered on the use of Apple and IBM software and OPAC. Students regularly used computer labs and classroom computers. A SAC technology presentation was offered. Staff was trained in using electronic mail.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	57.7	50.5	41.6	41.3	47.5
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	116	116	116	116	116

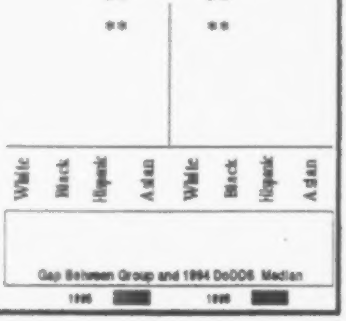
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

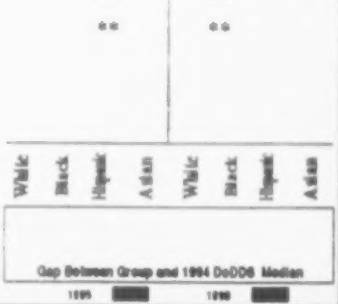


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vilseck ES
UNIT 28040
APO AE 09112

DSN Phone:
476-2812/2673

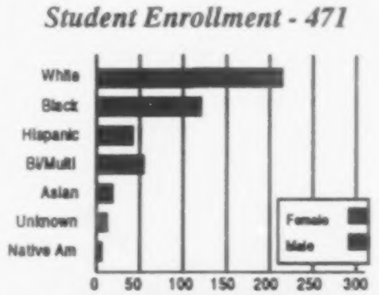
Commercial Phone:
9662-8431

DEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	85	735.2	13%	44%	35%	8%	0%
5	95	94	736.9	18%	54%	17%	10%	1%
5	96	85	703.2	25%	46%	21%	6%	2%

Department of Defense Education Activity
Vilseck High School (7-12)
1995/96 School Profile
David Witte, Principal

School Characteristics

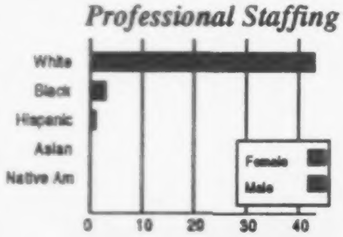
Student Enrollment - 471



Grade	
7	116
8	95
9	106
10	65
11	43
12	46
Total	471

Sponsor's Affiliation	
Marine	<5%
Army	82%
Navy	<5%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	17%
Non-US Civilians	<5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	32.5
Special Education	2
Other Professionals	3.5

Special Programs			
Grade Offered	Program		
PK-12	Special Education	25	5%
K-8	TAG	0	0%
K-12	ESL	6	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	32	
AP Courses Offered		7	
Students Taking AP Courses		82	92%

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Mobility Rate
31% Per Year

Teacher Education	
Degree	Teachers
BA/BS	33%
MA/MS	67%
Doctorate	0%

Principal's Highlights

We have experienced growth and change during the 95/96 school year. All faculty members and the administration, parents and a student representative met to review the School Improvement Program and to plan and implement strategies to improve benchmarks 3.1 and 4.2. We are especially proud of several accomplishments relative to the DoDEA Community Strategic Plan as follows:

Goal 3: Student Achievement
- Renaissance Program
- Citizenship Awards
- Improved writing scores

Goal 4: Math Achievement
- Math relevancy every day
- Improved skills scores

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Increase proficiency in reading, language arts, and social studies. Pre/post test results indicate increased proficiency in language arts skills such as subject-verb agreement and punctuation. Citizenship awards were given on each grade level. Teachers have implemented writing across the curriculum in our school. Writing samples show better use of language mechanics.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Pre/post test results indicate the achievement gap is narrowing between racial/ ethnic/gender groups. The math committee designed problems that were relevant in terms of skills and meaningful to every day use of math. Progress on pre and post tests is positive and shows an increase.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parental input through committees for Prom, Graduation, Baccalaureate, German Culture, Sports Teams, VFW, College Night, SIP, SAC, Busing, ASACS, FBLA, and Booster Club is a strength. An emphasis was placed on increasing parents' awareness and involvement in the areas of math and language arts. The school newsletter always highlights SIP.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school encourages communication with other district high schools. Teachers are encouraged to meet in departments or by grade levels to share ideas. In-service days and cc:Mail have also increased communication. Elementary schools communicate with our high school regularly.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	74%	22%	3%
Math	64%	28%	8%
Science	76%	21%	4%
Social Studies	66%	26%	7%
School Communications	65%	19%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers request paid leave to complete courses for computer awareness. All teachers have access to cc:Mail. Integrade is used by all teachers. The school technology committee has met and has planned on-going staff development.

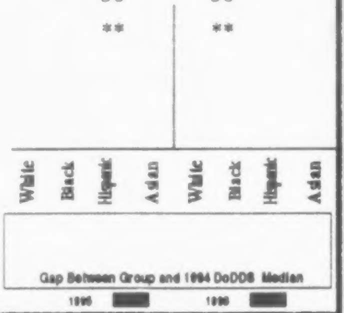
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

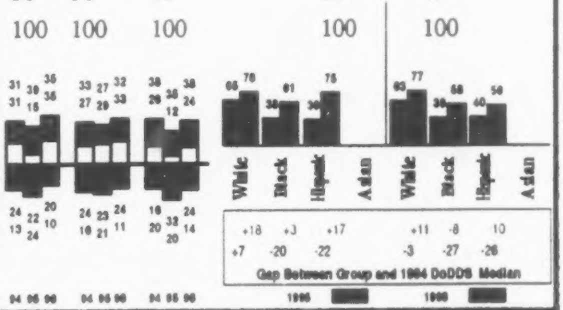
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67.8	63	65	74.8	68
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	100	100	100	100	100

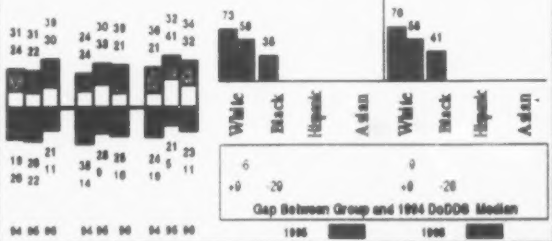
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	64.3	66	64.5	55.5	63
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	44	44	44	44	44

Percent of Students in Each Quarter



SAT Results		School	District	[illegible]	Nation
% Participating	1994	100%	59%	66%	42%
	1995	71%	40%	64%	41%
Math Avg Score	1994	431	458	472	479
	1995	451	436	480	482
Verbal Avg Score	1994	389	416	430	423
	1995	419	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vilseck HS
UNIT 28041
APO AE 09112-005

DSN Phone:
476-2864/2862

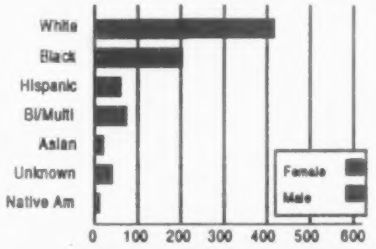
Commercial Phone:
9662-8505

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	94	731.3	22%	40%	16%	16%	3%
8	95	105	754.3	29.5%	21%	34%	13%	2%
8	96	92	766.9	19%	45%	33%	2%	2%
10	94	55	779.7	33%	31%	29%	4%	4%
10	95	65	752.4	6%	31%	37%	26%	0%
10	96	62	766	16%	47%	24%	11%	2%

Department of Defense Education Activity
Wuerzburg Elementary School (PK-5)
1995/96 School Profile
David Trukositz, Principal

School Characteristics

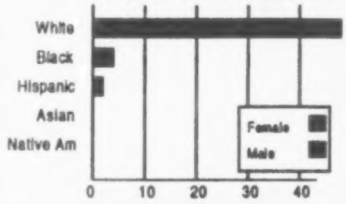
Student Enrollment - 805



Grade	#
PreK	19
K	159
1	139
2	140
3	123
4	126
5	99
Total	805

Sponsor's Affiliation	
Marine	<.5%
Army	95%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	101	13%
K-8	TAG	110	14%
K-12	ESL	13	2%
1	Reading Recovery	28	20%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	1
7-10	3
> 10	46

Mobility Rate
38% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	5
Other Professionals	11

Teacher Education	
Degree	Teachers
BA/BS	37%
MA/MS	60%
Doctorate	4%

Principal's Highlights

Wuerzburg Elementary School is becoming one of DoDEA's most technologically up-to-date schools as a result of the ARPA Pilot School Project. Located on the edge of Wuerzburg, Germany, it is a rambling, 40-classroom building with four temporary buildings. Wuerzburg ES educates a culturally diverse population of students, including 3 and 4 year olds in Sure Start and Preschool Developmental classes, learning disabled, English as a Second Language, computer, and general education programs. In direct support of the SIP, Cooperative Instruction in Reading and Composition (CIRC) is the model for reading instruction. In support of the National Educational Goals and DoDEA's Strategic Plan, the mission of WES is to provide students with the skills needed to be successful in the information age. We will provide a safe, caring environment for learning the valuable skills of thinking, reasoning, and problem solving; for accessing and processing information; for dealing with change; for developing creativity and for demonstrating positive human relationships. We will create experiences for students which will recognize their diversity as individuals while assuring equal opportunity for all. We will encourage students to be life long learners.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Plans have centered on increasing opportunities for students to write while improving use of appropriate writing conventions. Teachers are trained and proficient in holistic scoring. Teachers are working to identify the most effective techniques and resources which, if implemented faithfully, will be powerful enough to improve student learning.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategies focused on collaborative problem solving techniques primarily used with MathLand. Next year, the focus will broaden to include the use of THE PROBLEM SOLVER. The math CTBS scores indicated positive growth in two of three grades tested. We are waiting for data to confirm our attempts at narrowing the achievement gap.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Several parent instructional meetings were held in conjunction with implementation of MathLand. FAST parents provided workshops for each grade level with focus on reading, language, and math. Approximately 70 parents volunteer weekly, providing invaluable services. The bi-weekly parent newsletter always includes activities for co-teaching with parents.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

WES has a bi-weekly newsletter to inform parents and others about school activities. This newsletter carries information which allows parents to become involved with learning. A "homepage" on the worldwide web allows electronic communication between home and school.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**74%**	**17%**	**4%**
Math	**70%**	**19%**	**6%**
Science	**53%**	**23%**	**4%**
Social Studies	**59%**	**20%**	**3%**
School Communications	**75%**	**18%**	**6%**

Benchmark 10.8: Establish Technology for teachers and administrators

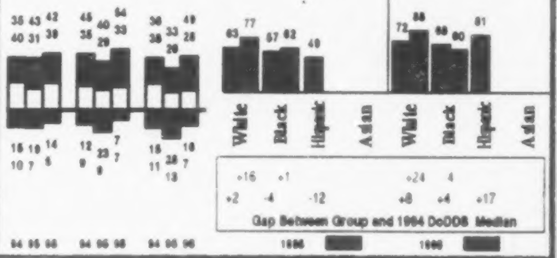
As part of the ARPA pilot program, THE WEB is available to six classes of students; during SY 1996-97, the number of students and teachers with access will increase dramatically. District plans include provision of in-service to all teachers and administrators on word processing and use of currently available software.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71	77.8	76	70.6	76.3
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	105	104	106	106	106

Percent of Students in Each Quarter

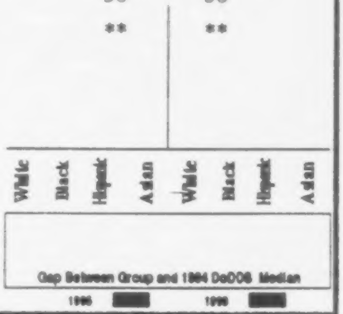


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

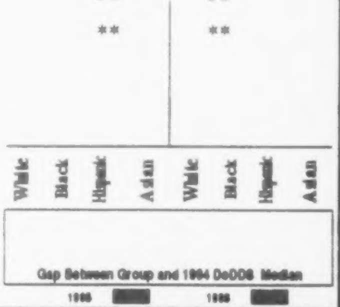


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wuerzburg ES
UNIT 26627
APO AE 09244

DSN Phone:
350-6158

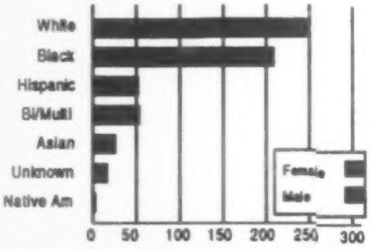
Commercial Phone:
931-700660

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	109	719.2	17%	46%	30%	3%	3%
5	95	84	742.5	16%	54%	28%	5%	0%
5	96	80	736.8	25%	58%	16%	0%	1%

Department of Defense Education Activity
Wuerzburg Middle School (5-8)
1995/96 School Profile
Karen J. Kroon, Principal

School Characteristics

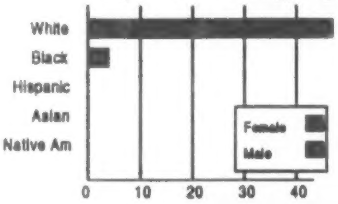
Student Enrollment - 606



Grade	#
5	87
6	187
7	187
8	145
Total	606

Sponsor's Affiliation	
Marine	<.5%
Army	94%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered			
PK-12	Special Education	47	8%
K-8	TAG	0	0%
K-12	ESL	17	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	43	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
37% Per Year

Teacher Experience	
Year	Teacher
New	0
1-3	1
4-6	0
7-10	4
> 10	34

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	30.5
Special Education	5
Other Professionals	5

Teacher Education	
Degree	Teachers
BA/BS	**24%**
MA/MS	**73%**
Doctorate	**2%**

Principal's Highlights

The School Improvement Leadership Team was established in September 1995. The team constructed the School Improvement Plan at a District Workshop in September. It was presented to the staff at the next Staff Meeting on October 23. The major areas of emphasis were language arts and mathematics. Successes experienced during this first year included the training of all staff members in sentence construction and paragraph writing and in holistic scoring, which they used three times during the year to evaluate writing samples from all students; improvement of almost all holistic scores from baseline to formative to summative local writing assessments; mean Objective Mastery scores on CTBS superior to national scores for (1) sentences, phrases, and clauses, (2) paragraph structure, and paragraph coherence; and the improvement of almost all CTBS scores in mathematics.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Writing in all subject areas: Three writing samples were collected and holistically scored. Student work indicated improvement in mean holistic scores from baseline to formative to summative assessments. Teachers reported a perception that students were writing longer, more complete, and more complex sections.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Offer enriched curriculum and challenging activities in mathematics, with special emphasis on fractions and decimals: CTBS scores improved in Computation, Concepts, and Application, and Total Mathematics for almost all grade levels, in spite of the implementation of new instructional materials.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Increase parent awareness and involvement: Students surveyed their parents use of writing at work, at home, and in daily life. Parents participated steadily in school reading and health programs and all study trips. In addition to monthly parent newsletters and F.A.S.T. meetings, parents frequently received positive comments on postcards from teachers and administrators.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The basic school organization is Interdisciplinary Teams. Team Readers serve on the Management Council which makes decisions/recommendations on all school policies, procedures, schedules, and activities. Parents are invited to serve as members of standing committees. Parent input is provided through surveys, conferences, committee work and the active volunteer program.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	78%	16%	6%
Math	75%	17%	8%
Science	68%	24%	8%
Social Studies	74%	23%	3%
School Communications	64%	27%	8%

Benchmark 10.8: Establish Technology for teachers and administrators
Integration of Technology: Wuerzburg Middle School is a pilot school for the ARPA-CAETI Technology project. Teachers surveyed students on technology used most frequently to complete school assignments. Out of ten choices, students reported using word processing, calculators, and CD-ROM most frequently.

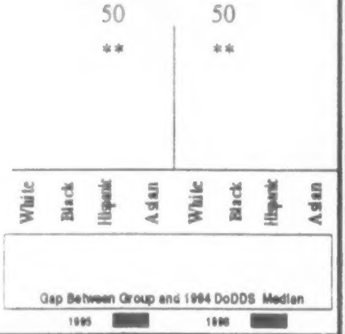
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

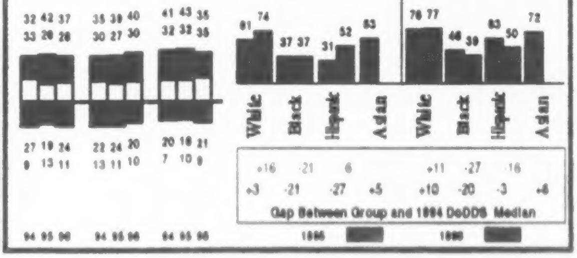
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63.7	65.7	68.6	54	62.8
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	170	169	170	169	170

Percent of Students in Each Quarter

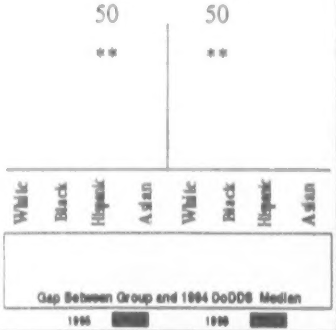


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wuerzburg MS
CMR 475, BOX 7
APO AE 09036

DSN Phone:
350-6199/7399

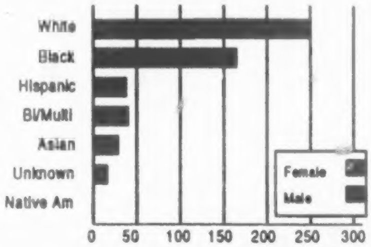
Commercial Phone:
931-709697

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	84	742.5	16%	54%	26%	5%	0%
5	96	77	724	22%	52%	22%	4%	0%
8	94	128	720.4	15%	34%	20%	29%	1%
8	95	125	768.4	36%	18%	31%	14%	1%
8	96	127	776.3	17%	45%	32%	6%	0%

Department of Defense Education Activity
Wuerzburg High School (9-12)
1995/96 School Profile
Ron Steinman, Principal

School Characteristics

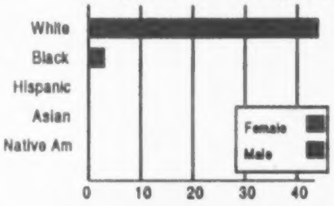
Student Enrollment - 537



Grade	#
9	195
10	137
11	112
12	93
Total	537

Sponsor's Affiliation	
Marine	<.5%
Army	83%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	21	4%
K-8	TAG	N/A	N/A
K-12	ESL	10	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	40	
AP Courses Offered		10	
Students Taking AP Courses		146	71%

Mobility Rate
37% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	2
> 10	42

School Staff

Category	FTE
Administrators	2
Classroom Teachers	36.5
Special Education	2
Other Professionals	6

Teacher Education

Degree	Teachers
BA/BS	37%
MA/MS	61%
Doctorate	2%

Principal's Highlights

School Year 1995-1996 at Wuerzburg High School showed a dramatic leap ahead in student CTBS test score levels. All classes scored well above the 50th percentile on all tests, led by our current 9th graders who compiled a 66% total battery score for the entire class. Our 10th grade class showed a composite score on the total battery of tests of 60%.

Advances is the use of technology for all of our students in all curricular areas is underway as a part of our participation as a pilot school in the ARPA research project.

We have a bold and exciting co-curricular program that involves the vast majority of our students. Block scheduling, which will begin in School Year 1996-1997, will help bring our students and teachers together in a new design for learning. School improvement is the centerpiece for continued growth and advancement in teaching and learning at Wuerzburg High School. All staff and students will continue together in their quest for excellence.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Teachers chose interventions to address the Language Arts strategy of Writing Across the curriculum. Teacher involvement encouraged a sense of ownership in the SIP implementation. A variety of writing activities in all disciplines were reported in April along with excellent examples of student work and assessment percentages for baseline data.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Open enrollment in AP Math and Science courses provides access to classes for all sub-populations. The school's implementation of a block schedule for SY 96-97, which includes a specific tutorial block, promises to give students and teachers more opportunities to expand their remedial, reteaching, and peer tutoring activities which are directed at individuals and small groups.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Our greatest success came from the coming together of parents concerned with making scholarships available for graduating seniors. A significant number of parents worked in partnership with school staff to raise over $26,000. This action set the tone for cooperation and involvement in home-school connections. All tiers are targeted for implementation in SY 1996/1997.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The SIP Leadership Team, the School Advisory Council, The Installation Advisor Council, Town Hall meetings and forums brought the school into constant contact with parents and community leaders. School improvement for all students has been the constant theme. The school newsletter is our instrument to share information and solicit input from the community.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	77%	19%	4%
Math	62%	28%	10%
Science	64%	25%	10%
Social Studies	68%	23%	5%
School Communications	58%	27%	14%

Benchmark 10.8: Establish Technology for teachers and administrators

We were among the first schools to have all teachers on cc:Mail. Our position as a pilot school for the ARPA technology research program assists us with these goals. We are seeking to have technology, through the use of computers, available for every student in every curriculum. We are striving to have one on-line computer available for every two students in the near future.

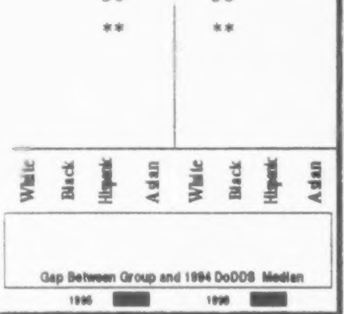
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	61.8	60.4	59.4	47.7	62
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

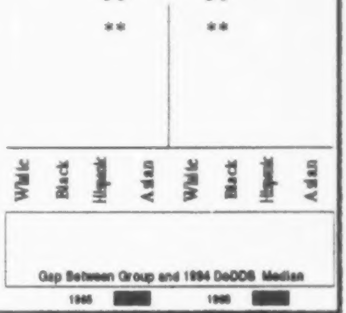


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	61.7	60.9	66.4	58.2	61.4
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

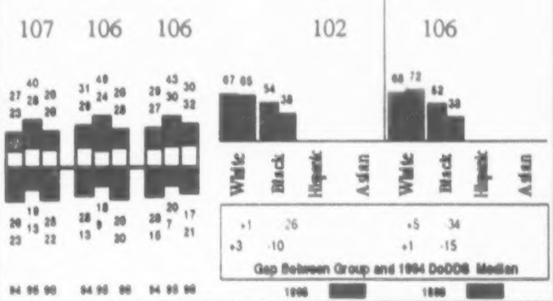
NOT APPLICABLE



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	54	55.3	56.7	52	55.3
District	55	54.7	59.3	50.5	55
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	107	106	106	102	106

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	55%	59%	66%	42%
	1995	45%	40%	64%	41%
Math Avg Score	1994	473	458	472	479
	1995	420	438	480	482
Verbal Avg Score	1994	426	416	430	423
	1995	420	415	435	428

Notes

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SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wuerzburg HS
CMR 475, BOX 8
APO AE 09244

DSN Phone:
350-7176/7

Commercial Phone:
931-706524

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	94	140	807.4	36%	28%	30%	6%	0%
10	95	74	791	19%	41%	30%	11%	0%
10	96	82	818.2	35%	45%	18%	1%	0%

SECTION K

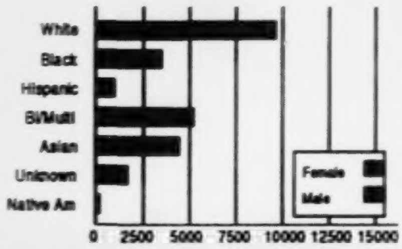
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

PACIFIC AREA
1995-1996

Department of Defense Education Activity
Pacific 1995/96 Area Profile
Thomas L. Goodman, Superintendent

Area Characteristics

Student Enrollment - 25,498



Special Programs			
PK-12	Special Education	1890	7%
K-8	TAG	1943	9%
K-12	ESL	1218	5%
1	Reading Recovery	194	7%
7-12	AVID	351	
Students Taking AP Courses		724	5%

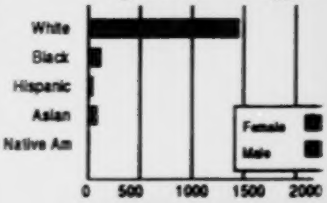
Grade	
PreK	264
K	2762
1	2732
2	2648
3	2562
4	2270
5	2137
6	2013
7	1928
8	1735
9	1504
10	1209
11	984
12	750
Total	25498

Mobility Rate
28% Per Year

Sponsor's Affiliation	
Marine	17%
Army	12%
Navy	23%
Air Force	34%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Teacher Experience Years	
New	60
1-3	111
4-6	135
7-10	172
> 10	1172

Professional Staffin



School Staff	FTE
Administrators	79
Classroom Teachers	1342.5
Special Education	139
Other Professionals	298.5

Teacher Education Degree	Teachers
BA/BS	36%
MA/MS	63%
Doctorate	2%

Superintendent's Highlights

The Pacific Area is proud of it's year of organization. The primary accomplishments have been the identification of the roles and responsibilities of this office in supporting the elements of the DoDEA Community Strategic Plan. Concurrently, we have established a leadership role with district offices and the schools. This leadership has provided oversight support and partnership for present and future goal priorities that are the basis of the improvement plans.

We have set high expectations for next year, particularly in the areas of administrative leadership relative to the School-Home Partnership, narrowing the achievement gap, and providing staff leadership for DoDEA directed educational initiatives.

DoDEA Strategic Plan: Area Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studi
As a primary focus, Area Office Staff is developing strategies, programs, an practices which promote educational equity and eliminate those which are barriers to student achievement. Outcomes will be the coordination of effor by liaisons and school leaders to reach goals and benchmarks in an effective manner.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender C
The Area Office, including the plan described in Benchmark 3.1, will assist with changes and directives in curriculum which are implemented to increa student achievement. In collaboration with DoDEA Headquarters, the Area Office will monitor the progress of districts and schools toward achieving educational equity.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnershi
Area Personnel will continue to coordinate and support efforts to implement the DoDEA model for parent involvement. The Area Office coordinated tw conferences for our PCAPTS members, DoDEA's School-Home Partnership team, and a FAST workshop. Next year we will build on this foundation an conduct follow up sessions.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituenci
This school year we have aligned the roles and responsibilities of Area personnel with their abilities to better serve the needs of DoDEA, the Area, and the Districts. Area personnel will collaborate with district superintendents and liaisons to establish common needs for program implementation and curriculum standards.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**79%**	**15%**	**3%**
Math	**76%**	**16%**	**5%**
Science	**68%**	**20%**	**4%**
Social Studies	**67%**	**19%**	**4%**
School Communications	**80%**	**16%**	**4%**

Benchmark 10.8: Establish Technology for teachers and administrators

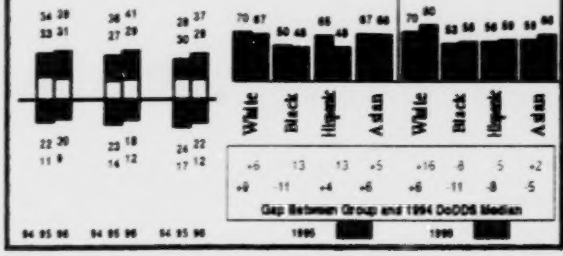
The Area Office supported district and school personnel in conducting the DoDEA Technology Taskgroup survey of the Technology Plan. Area personnel have provided training for district and school personnel in computer workstation operation, planned technology inservice workshops, and will coordinate future activities which support the use of technology in our schools.

CTBS Test Results

Grade 3

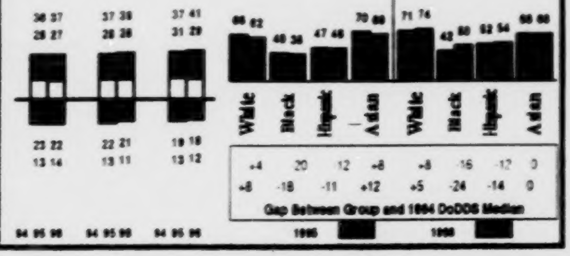
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for Area	68.2	68.5	65.3	63	66
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	2405	2408	2388	2403	2386

Percent of Students in Each Quarter



Grade 7

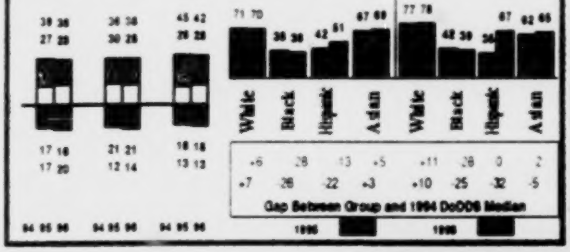
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for Area	64	67.4	69.4	55.6	65.9
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	1731	1728	1724	1724	1723



Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for Area	62.2	65.4	69.5	63.4	67.9
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	893	884	884	891	887

Percent of Students in Each Quarter



SAT Results				
% Participating	1994	56%	66%	42%
	1995	59%	64%	41%
Math Avg Score	1994	476	472	479
	1995	487	480	482
Verbal Avg Score	1994	427	430	423
	1995	433	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS Pacific
PSC 556, Box 796
FPO AP 96386-0796

DSN Phone:
645-2241

Commercial Phone:
81-98-645-2241

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	1950	747.6	22.9%	44.8%	25.3%	5.5%	1.6%
5	95	2115	749.4	20.5%	57.7%	14.1%	6.7%	9%
5	96	1981	753.2	39.3%	48.9%	9.1%	1.7%	1.1%
8	94	1313	752	22.9%	38.2%	17.3%	19.6%	2%
8	95	1433	757.6	34.1%	17%	32.2%	14.7%	2%
8	96	1552	769.1	20.2%	40.9%	30.9%	6.8%	1.3%
10	94	956	775.7	33.4%	25.4%	25.3%	13.1%	2.8%
10	95	999	794	27.7%	39.8%	20.6%	10.1%	1.7%
10	96	1032	796.7	27.9%	43.7%	22.2%	5.7%	5%

SECTION L

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

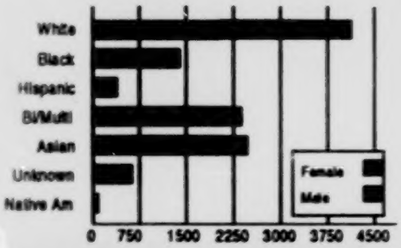
JAPAN DISTRICT
1995-1996

BEST COPY AVAILABLE

Department of Defense Education Activity
Japan 1995/96 District Profile
Nancy Bresell, Superintendent

District Characteristics

Student Enrollment - 11,415



Special Programs

PK-12	**Special Education**	930	8%
K-8	TAG	774	8%
K-12	ESL	583	5%
1	Reading Recovery	0	0%
7-12	AVID	170	
Students Taking AP Courses		266	35%

Grade	
PreK	171
K	1255
1	1282
2	1180
3	1184
4	1008
5	967
6	902
7	818
8	751
9	639
10	513
11	420
12	325
Total	11415

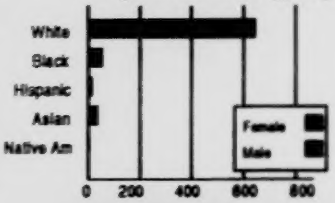
Mobility Rate
28% Per Year

Sponsor Affiliation	
Marine	5%
Army	6%
Navy	44%
Air Force	34%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	10%
Non-US Civilians	<5%

Teacher Experience

New	7
1-3	51
4-6	50
7-10	53
> 10	542

Professional Staffing



School Staff

Administrators	34
Classroom Teachers	609
Special Education	60
Other Professionals	130

Teacher Education

BA/BS	39%
MA/MS	60%
Doctorate	1%

Superintendent's Highlights

The Japan district has 16 elementary and secondary schools located from Misawa to our north down to Sasebo to the south. The total school population is 11,300 with a teaching staff of 637 teachers. The district is guided by nine "I" words that make up our core beliefs. They are information, inclusion, innovation, internet, interaction, interest, integration, intelligences (multiple), and integrity. The district takes pride in servicing a diverse population of students using an Inclusion model. It is our way of thinking and acting about how to educate special needs students with their peers. Inclusion programs are Special Education, ESL, Compensatory, Education, Reading and Language Improvement, Competency Based Guidance, and the School Wide Enrichment program. For secondary schools have the Advancement Via Individual Differences (AVID) program that is designed to make college preparatory curricula accessible to underrepresented populations of students. The Japan district is dedicated to building a vision of what students need in the future and cooperating with all stakeholders to achieve that vision. The vision focuses on successful learning for children and helping all students to succeed as learners. Our vision also involves taking risks and "stepping out of the box" to explore new structures to enhance learning.

DoDEA Strategic Plan: District Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Assistance for the development of the SIP at the schools was provided for reading and writing. Staff development plan was developed to focus on reading/language arts, especially writing across the curriculum (K-12). Plans were developed for "pre-implementation" for language arts/reading. Assessments for reading/writing proficiency were studied to develop SIP/DIP.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Major focus was to assist schools with implementation of the mathematics curriculum standards. Inclusive education was addressed through the Mathland implementation. Hands on science labs were conducted to gave a positive focus towards the sciences. A Science & Humanities Symposium was conducted to promote science research.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

SAC Committee training were conducted at every complex to facilitate "Co-Communicators." Various parent information/nights were held to support the curricular areas. The Japan Advisory Council (DoDDS & military) meets twice a year to provide school leaders & military commanders a forum for SIP. The "Inter Agency Council for Children"was established to promote child advocacy.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Newsletters were established to keep parents informed of the new Mathland program. Plans are underway for the DoDDS-Japan Information Channel (FEN) that will provide DoDDS information. School orientation videos are being developed to promote awareness of school programs and policies. Staff development will be video taped for follow-up and site-base training.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**76%**	**18%**	**4%**
Math	**72%**	**19%**	**5%**
Science	**63%**	**22%**	**6%**
Social Studies	**62%**	**22%**	**5%**
School Communications	**77%**	**19%**	**5%**

Benchmark 10.8: Establish Technology for teachers and administrators

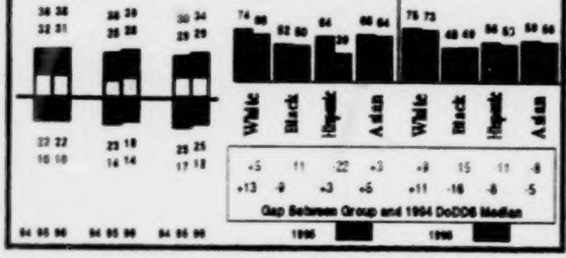
The major focus has been in the implementation of the DoDEA Technology Plan. All media centers (Information Centers) in the District have Networking capabilities. All professional staff members are aware of their specific computer skill requirements to implement technology in the classroom. Based on needs assessment, three computer skill level courses have been finalized.

CTBS Test Results

Grade 3

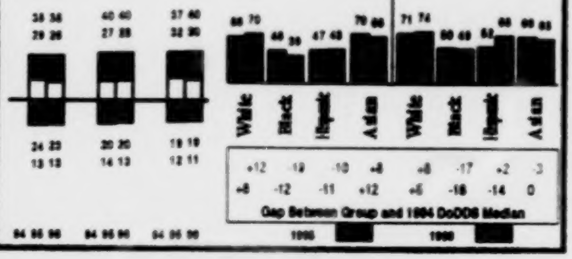
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	1116	1115	1113	1114	1113

Percent of Students in Each Quarter



Grade 7

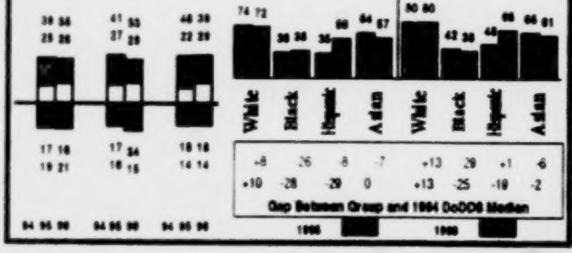
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	782	779	777	775	776



Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	383	380	383	384	385

Percent of Students in Each Quarter



SAT Results				
% Participating	1994	67%	66%	42%
	1995	52%	64%	41%
Math Avg Score	1994	471	472	479
	1995	460	480	482
Verbal Avg Score	1994	421	430	423
	1995	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Pacific
Attn: Nancy Bresell
Unit 5072
APO AP 96328-5072

DSN Phone:
225-3940

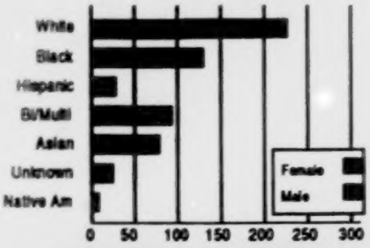
Commercial Phone:
81-0425-52-2511-3940

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	909	756.4	21.8%	58.4%	13.5%	5.8%	0.4%
5	96	881	746.0	36.8%	49.9%	9.9%	2.2%	1.3%
8	94							
8	95	621	741.8	31.6%	14.3%	32.5%	18.7	2.9%
8	96	657	768.0	18.7%	38.1%	33.6%	9.0%	0.7%
10	94							
10	95	430	794.4	27.4%	37.7%	21.2%	12.6	1.2%
10	96	442	791.4	23.8%	43.9%	26.2%	5.9%	0.2%

Department of Defense Education Activity
John O. Arnn Elementary School (PK-6)
1995/96 School-Profile
Hattie Phipps, Principal

School Characteristics

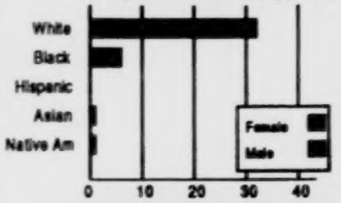
Student Enrollment - 589



Grade	
PreK	69
K	82
1	78
2	83
3	62
4	55
5	84
6	76
Total	589

Sponsor's Affiliation	
Marine	<5%
Army	70%
Navy	2%
Air Force	2%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	25%
Non-US Civilians	1%

Professional Staffing



Special Programs

PK-12	Special Education	60	10%
K-8	TAG	80	15%
K-12	ESL	19	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

New	0
1-3	0
4-6	0
7-10	4
> 10	38

Mobility Rate
32% Per Year

School Staff

Administrators	2
Classroom Teachers	28
Special Education	4.5
Other Professionals	7

Teacher Education

BA/BS	47%
MA/MS	53%
Doctorate	0%

Principal's Highlights

John O. Arnn Elementary School services the Camp Zama community at Sagamihara Housing Area, an army base near Tokyo, Japan. We are comprised of ten buildings on a beautiful campus set in the middle of a neighborhood.

John O. Arnn educates a diverse population of students, including preschool handicapped, learning impaired, physically impaired, English as a second language, and general education programs. The ages of our students range from three to twelve years old.

Arnn ES is committed to an inclusive education for all students. All of the small group specialists provide remediation and enrichment within the classroom setting, with collaboration being an integral part of the program. Time has been built into the schedule for the classroom teacher and specialist to meet and plan on a regular basis.

Arnn ES has also provided ongoing computer instruction for all first through sixth grade students in a technology lab with a computer specialist. Students are being taught basic computer skills as well as working with advanced programs.

The staff at Arnn ES is committed to the School Improvement Process as a means to improve student achievement and instructional delivery.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

After careful consideration, the staff felt it was necessary to narrow our focus and not implement all 3 chosen strategies at once. CTBS scores, results of the parent report cards and teacher concerns indicated a need to implement systematic teaching of spelling across the curriculum & through a formal spelling program. In-service plans are made & materials ordered for Fall 96.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The staff has chosen early identification/intervention for students struggling with math concepts/applications. A guest speaker assisted teachers in learning effective ways to close the achievement gap. Plans for the fall include using community members as role models/tutors with identified students as well as parent training sessions to assist with home math activities.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The school-home partnership is integrated across all benchmarks. Home activity kits are being given to parents to assist with math instruction. Meetings are planned for the fall (1996) to inform parents of helpful techniques in working with their children. Two-way communication is facilitated through newsletters and teacher-made comminiques.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Periodic/routine use of 2-way written communicative devices was chosen as the key strategy/area of focus. Options for implementation include school-home journals, daily assignment books or systematic/documented teacher/initiated telephone communication. Plans have been made to install a voice mail system when funds become available.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	76%	16%	1%
Math	69%	18%	3%
Science	64%	23%	2%
Social Studies	63%	21%	1%
School Communications	82%	15%	2%

Benchmark 10.8: Establish Technology for teachers and administrators

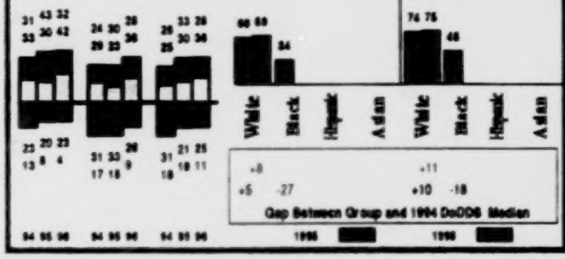
Plans for in-services in technology have been made to assist teachers and to provide training on state-of-the-art computer systems. Materials have been ordered for student use at all grade levels. Access to the computer lab and computer specialist is being provided for all students. Installations of the voice-mail system is projected in the future.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	63	65	64	54.8	52
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	53	53	53	53	53

Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

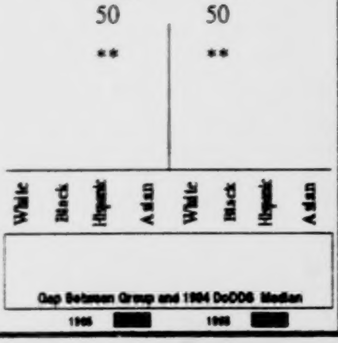
NOT APPLICABLE

Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	67%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

John O. Arnn ES
(SAGAMIHARA-ZAMA)
SAGAMIHARA DHA
APO AP 96343-0005

DSN Phone:
267-6602

Commercial Phone:
3117-63-6602

DoDEA Writing Assessment

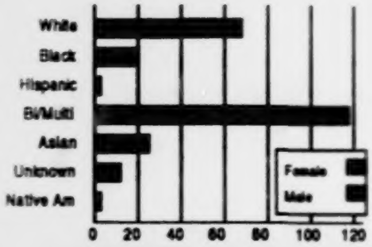
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	94	66	726.3	20%	33%	35%	11%	2%
5	95	77	768.6	33%	47%	12%	9%	0%
5	96	83	760.6	42%	47%	11%	0%	0%

Department of Defense Education Activity
Richard E. Byrd Elementary School (PK-6)
1995/96 School Profile

Milton Halloran, Principal

School Characteristics

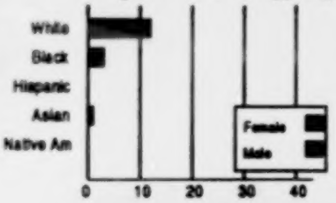
Student Enrollment - 248



Grade	
PreK	24
K	46
1	43
2	28
3	38
4	22
5	19
6	28
Total	248

Sponsor Affiliation	
Marine	<5%
Army	4%
Navy	81%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	15%
Non-US Civilians	<5%

Professional Staffing



Special Programs			
PK-12	Special Education	24	10%
K-8	TAG	45	20%
K-12	ESL	27	12%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
25% Per Year

Teacher Experience Yrs	
New	1
1-3	0
4-6	0
7-10	1
> 10	18

School Staff	
Administrators	1
Classroom Teachers	12.5
Special Education	2
Other Professionals	4

Teacher Education	
BA/BS	12%
MA/MS	88%
Doctorate	0%

Principal's Highlights

Our SIP team was formed taking care to include representatives of all stakeholders. We collaboratively decided the disciplines from that available. We then collaboratively decided on strategies. The method of collecting baseline data to address each benchmark was collaboratively decided and implemented. The community was informed and involved throughout the process.

DoDEA Strategic Plan: School Improvement Implementation School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

We at R. E. Byrd Elementary School elected to work on the discipline of Reading. We implemented two new strategies that were highly successful this school year starting in January: Buddy Reading and quarterly themes. Our Buddy Reading strategy has different classes reading to each other at least three times a month. Our quarterly themes have been People and Ecology.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

We elected to work on the strategy of cooperative learning. We first collected baseline data and had in-services on interpersonal skills as that was the component of cooperative learning we had decided to focus upon. We also instituted an annual Math. Fun Day (the first one was highly successful). We have planned in-services for alternative assessment for SY 96-97.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

We feel that our highlight for the School/Home Partnership was the development of a Community Resource System. This document has the phone numbers, languages spoken, background, etc. of all stakeholders of the school's community.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We feel that the highlight for the benchmark of an effective communication system was the beginning of our monthly Principal's Teas and our Suggestion Box. Other highlights included our Mathland night presented by our teachers, the Mathland night presented by the Creative Publication publisher representative and our DSO Math. Coordinator.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	83%	15%	2%
Math	71%	23%	4%
Science	59%	18%	7%
Social Studies	58%	18%	5%
School Communications	82%	15%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

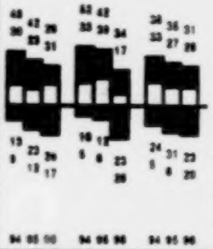
The highlight of this benchmark was the OPAC and scanning in-services that were offered to the staff. Other highlights include the cataloging of all software and a plan developed to modify the schedule for SY 96-97 to give the Media Specialist more time to in-service individual teachers based on their individual needs.

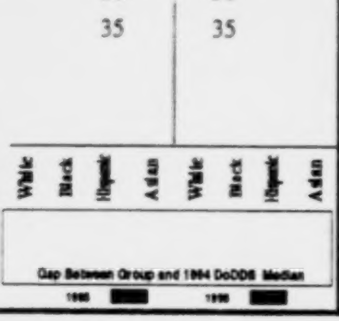
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	56	52	56	64	47.8
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	35	35	35	35	35

Percent of Students in Each Quarter



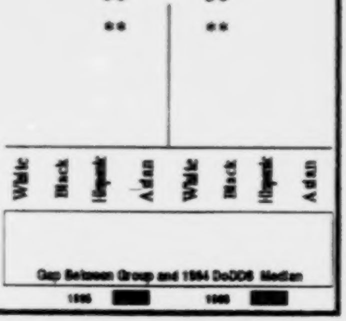


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

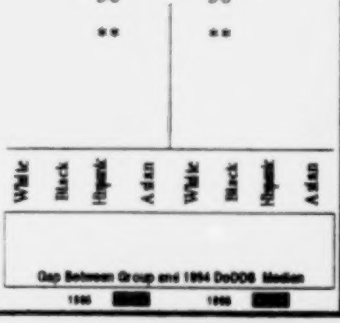


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	67%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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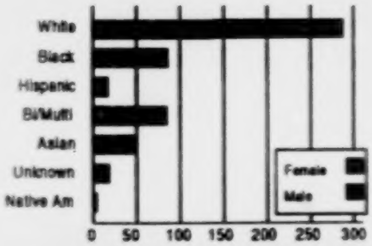
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	22	761.4	27%	41%	27%	5%	0%
5	95	28	738	21%	57%	7%	14%	0%
5	96	17	710.4	35%	47%	12%	0%	6%

Department of Defense Education Activity
Cummings Elementary School (K-6)
1995/96 School Profile
Ruth Morgan, Principal

School Characteristics

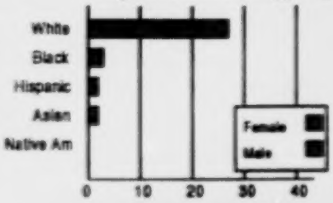
Student Enrollment - 547



Grade	
K	90
1	82
2	99
3	76
4	65
5	74
6	61
Total	547

Sponsor's Affiliation	
Marine	<5%
Army	1%
Navy	15%
Air Force	80%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	**2**
Classroom Teachers	**24.5**
Special Education	**3**
Other Professionals	**8**

Special Programs			
Grades Offered			
PK-12	**Special Education**	47	9%
K-8	TAG	41	7%
K-12	ESL	23	4%
1	**Reading Recovery**	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
20% Per Year

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Teacher Education	
Degree	Teachers
BA/BS	**61%**
MA/MS	**39%**
Doctorate	**0%**

Principal's Highlights

Cummings Elementary School has experienced a great deal of change during this academic year in the administrative positions in the school. Despite these significant changes of administrators the SIP committee functioned exceptionally well under the astute leadership of the co-chairpersons and because of the exceptional response of the committee members. Their consensus building strategies, their insightful assessment of distinct program needs and subsequent adjustments, and their persistent efforts to improve the quality of the instruction resulted in strong commitment on the part of the faculty to support the efforts of this team, and to respect their genuine efforts.

The sense of "team building" was critical to the cohesiveness of the staff toward the improvement of the technological skills of the staff. The classroom teachers were strongly supported by the specialists, particularly the Media Center and the Compensatory Education specialist, in their attempts to improve the skill development of the teachers and the knowledge of the available computer software and its functional usage in the classroom as an instructional tool. The documentation of the training opportunities and availability of access reflects the strong commitment the staff has demonstrated toward this very worthwhile goal. These efforts also included the parents training opportunities.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Reading Incentives Program (including BEAR month, GRIP strips, and commissary cookies) has been fully implemented and documented. First phase of software correlation (Macmillan basal reading software) is completed and correlation of additional reading software is ongoing. Implementation of schoolwide sustained silent reading period is scheduled for next school year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The responsibility for observing cooperative learning groups for R/E/G composition and interaction is assigned to Ms. Morgan. Along with her formal observations, next year teachers will record dates, findings, areas of concern while observing cooperative learning groups in their individual classrooms. Ms. Morgan will be responsible to report findings and concerns.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Math nights with parents were conducted at all grade levels. Parent newsletters contained information about MathLand, and a special newsletter addressed parent concerns about the math program. The commissary provided rewards for student reading accomplishments. GRIP strips involved students, parents and teachers in tallying books read.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Needs assessment survey of Dec. 95 identified cc:Mail as priority. Staff met with Olander/Rodriguez for training. When new cc:Mail version loaded, training was added to May 3 schoolwide in-service training. Monthly schoolwide meetings continue with agendas common to all. Collaborative planning occurs weekly by grade level.

Report Card from DoDDS Parents

Overall Quality	A/B	C	D/F
Language Arts	77%	17%	4%
Math	79%	16%	2%
Science	60%	24%	3%
Social Studies	62%	20%	3%
School Communications	83%	16%	1%

Benchmark 10.8: Establish Technology for teachers and administrators

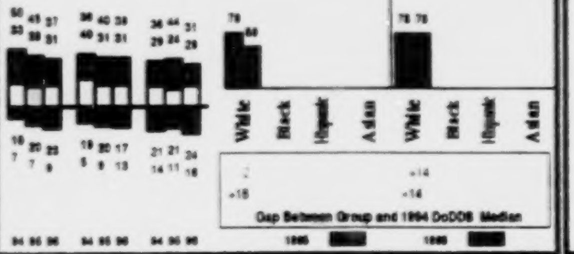
100% of faculty received technology training. Two in-service days were held featuring variety of computer programs. Opportunity for college credit was offered. Every Tues. afternoon (Jan - May) individualized techology training was provided by in-house specialist; sub. teachers provided; 20/33 teachers signed up. Success of technology training is documented by teacher products.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	64	66	59	60.3	75.1
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	70	70	70	70	70

Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

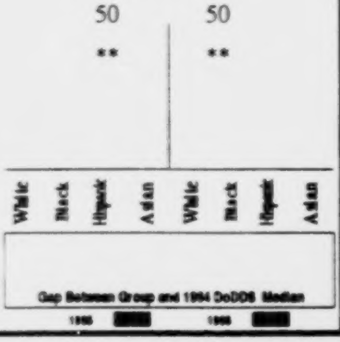
NOT APPLICABLE

Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	67%	68%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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UNIT 5039
APO AP 96319-5039

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Commercial Phone:
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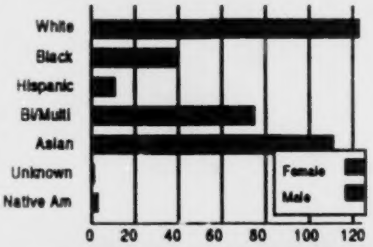
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	58	762.8	36%	35%	24%	3%	2%
5	95	53	731.7	17%	62%	11%	8%	0%
5	96	64	764.2	44%	50%	6%	0%	0%

Department of Defense Education Activity
Jack W. Darby Elementary School (K-6)
1995/96 School Profile
Peter Grenier, Principal

School Characteristics

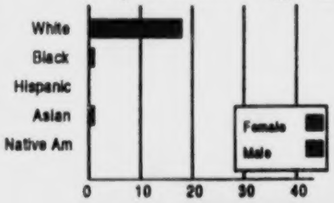
Student Enrollment - 343



Grade	#
K	60
1	56
2	48
3	55
4	55
5	37
6	32
Total	343

Sponsor's Affiliation	
Marine	3%
Army	1%
Navy	93%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	37	11%
K-8	TAG	0	0%
K-12	ESL	25	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
35% Per Year

Teacher Experience

Year	Teachers
New	0
1-3	2
4-6	3
7-10	2
> 10	14

School Staff

Category	FTE
Administrators	1
Classroom Teachers	17.5
Special Education	2
Other Professionals	4

Teacher Education

Degree	Teachers
BA/BS	40%
MA/MS	60%
Doctorate	0%

Principal's Highlights

Darby Elementary School continually attempts to develop each child to his/her potential in an atmosphere that fosters trust, respect and caring. The staff, with a multi-tiered school home partnership, strives to motivate each child to perform to his/her maximum ability. The major belief at Darby is that all children can learn in a rapidly changing technological age and be academically and personally successful.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Strategies focus on students communicating their thinking, orally and in writing, to demonstrate problem-solving and higher-order thinking skills. Writing activities are being integrated across the curriculum. We will incorporate cooperative learning structures to develop oral communication skills as well.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategies for narrowing the achievement gap in math include the development of oral and written communication of mathematical thinking and problem solving through math journals and cooperative learning. We compiled, analyzed and compared CTBS scores for the last three years. Pre/post surveys will help identify attitudes toward math by race, ethnicity, and gender.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The school is working to encourage a parent partnership that involves parents on all five levels of the multi-tiered model. We have installed phones in most of the classrooms to enhance two-way communication. We have established room mothers for each classroom that help coordinate parent volunteers. Started an interactive homework program to involve the families.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school sends home a biweekly parent newsletter to inform parents and the community about important school activities and how they might become involved. We have also continued parent math and computer nights as quarterly events this year. There are also activities between the two schools in the complex for better communication between the two schools.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**70%**	**25%**	**2%**
Math	**67%**	**23%**	**6%**
Science	**57%**	**24%**	**8%**
Social Studies	**55%**	**26%**	**14%**
School Communications	**77%**	**23%**	**0%**

Benchmark 10.8: Establish Technology for teachers and administrators

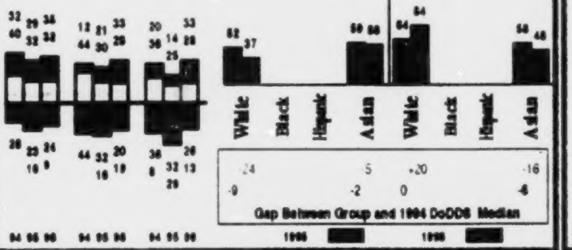
Plans have been completed to integrate the appropriate use of technology into the language arts, mathematics, and science curriculum areas. Training has been conducted for the staff on the Apple, IBM, and MAC computers.

CTBS Test Results

Grade 3

	Benchmark 3.1			**Benchmark 4.2**	
1996 Median Percentiles	Read	Lang	Soc Stdy	Math	Science
for: **School**	65.5	66.5	61	49	64.7
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	54	54	54	54	54

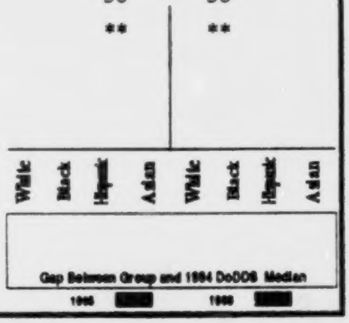
Percent of Students in Each Quarter



Grade 7

	Benchmark 3.1			**Benchmark 4.2**	
1996 Median Percentiles	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

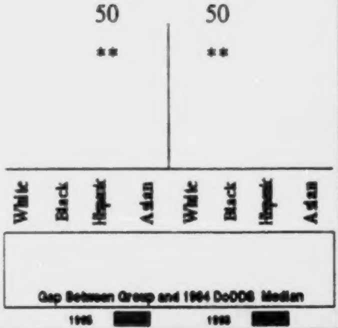


Grade 11

	Benchmark 3.1			**Benchmark 4.2**	
1996 Median Percentiles	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	67%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
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Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

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SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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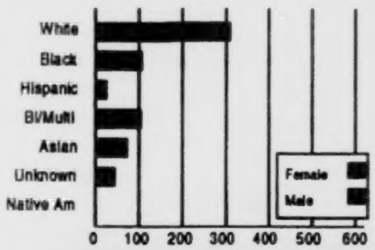
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	24	770.3	21%	63%	8%	8%	0%
5	95	28	775.4	21%	68%	11%	0%	0%
5	96	33	783.1	49%	49%	3%	0%	0%

Department of Defense Education Activity
Robert D. Edgren Junior High/High School (7-12)
1995/96 School Profile
Deborah Berry, Principal

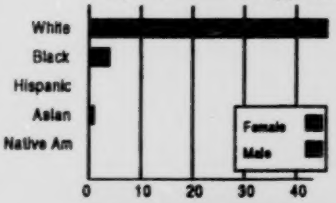
School Characteristics



Student Enrollment - 667

Grade	#
7	180
8	136
9	119
10	107
11	76
12	49
Total	667

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	14%
Air Force	76%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%



Professional Staffing

Special Programs			
Grade Offered	Program		
PK-12	Special Education	39	6%
K-8	TAG	N/A	N/A
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	42	
AP Courses Offered		4	
Students Taking AP Courses		52	41%

Mobility Rate
25% Per Year

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	43
Special Education	2
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	44%
MA/MS	56%
Doctorate	0%

Principal's Highlights

EHS is on Misawa AB. The community houses Air Force, Navy, Marine, Army units; the base is shared with JASDF. The base community supports students through CWE, provides career & college fairs, organizes a transition from school to work program, awards scholarships & special recognition, & provides technical instructions through student & teacher seminars on technology.

EHS has students in grade 7-12. Teaching teams exist through grade ten & work to provide a unified approach to education. Curriculum includes rigorous courses in Science, English, Math, Foreign Language, Fine Arts, Business & Technology. AP courses are available in Math, Science, Foreign Language, Art, Computer Science, History & English.

Special needs students are provided modifications through regular classroom via the inclusion model. AVID assists students in the middle striving for college program & more rigorous courses. EHS has numerous extra-curricular opportunities: athletics, drama, publications, music, art, & student leadership. Staff focus has been improving & increasing technology use. They have embraced this & continue to improve through seminars, individualized instruction, & college courses. Students & parents have become instructors in many areas.

DoDEA Strategic Plan: School Improvement Implementation - School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Strategies have focused on increasing 1) social studies course offerings, 2) emphasis of interrelated areas in current social studies courses, and 3) increasing the use of technology. Course offerings for SY 96-97 show a preliminary increase. Faculty surveys are being utilized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategy focuses on mathematical computation skills. Math faculty are incorporating review activities and regular testing to increase computation skills. An overall increase in group mean national percentiles on CTBS tests is anticipated.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Energies focused on encouraging parent and community involvement as presenters on technology-related topics in the classroom, at faculty meetings, and during in-services. Also coordination with the official base bulletin board resulted in a DoDDS section where newsletters and other information is uploaded.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Strategy focused on improving bilateral communication between the school, home and community. This was facilitated by publicizing information, activities and events via the DoDDS section of the official base bulletin board. Also, every newsletter included a feedback form for parents.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	72%	24%	4%
Math	74%	19%	5%
Science	73%	21%	5%
Social Studies	61%	26%	11%
School Communications	66%	27%	6%

Benchmark 10.8: Establish Technology for teachers and administrators

Each department has established a technology goal to increase student learning. Baseline data or a narrative has been provided by each department along with an action plan to accomplish each goal.

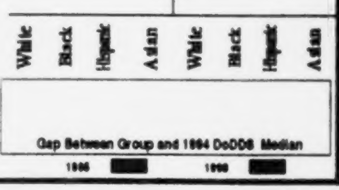
CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

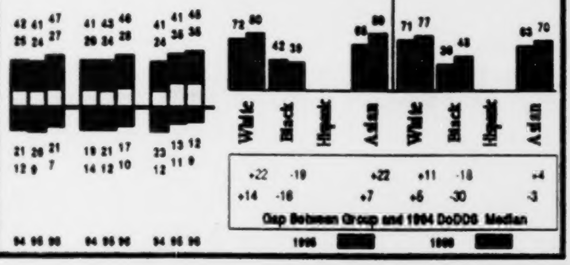
NOT APPLICABLE



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	72.3	72.6	73.3	74.5	69.3
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	170	170	170	170	170

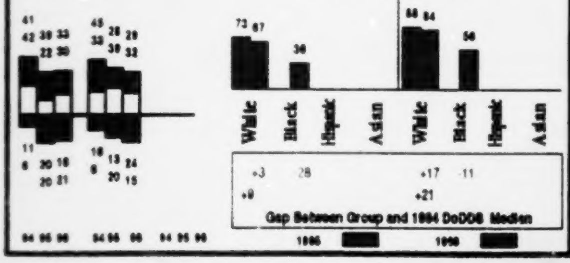
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	60	65	68	54	70.5
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	70	68	67	68	69

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	41%	67%	66%	42%
	1995	59%	52%	64%	41%
Math Avg Score	1994	518	471	472	479
	1995	510	480	480	482
Verbal Avg Score	1994	440	421	430	423
	1995	461	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Robert D. Edgren HS

UNIT 5040

APO AP 96319-5040

DSN Phone:
226-4377

Commercial Phone:
3117-66-4377

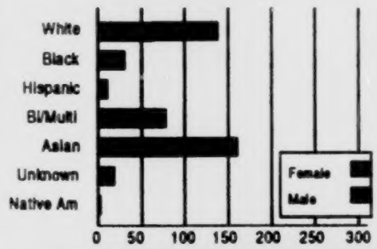
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	116	732.4	18%	42%	19%	16%	1%
8	95	127	763.3	34%	18%	34%	13%	2%
8	96	121	759	19%	30%	40%	11%	1%
10	94	66	848.1	53%	33%	14%	0%	0%
10	95	84	839.4	46%	35%	17%	2%	0%
10	96	81	818.1	36%	47%	14%	4%	0%

Department of Defense Education Activity
Ernest J. King Elementary/High School (PK-12)
1995/96 School Profile

Thomas Whitaker, Principal

School Characteristics

Student Enrollment - 442



Special Programs			
Grades Offered			
PK-12	Special Education	31	7%
K-8	TAG	36	11%
K-12	ESL	20	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		1	
Students Taking AP Courses		4	10%

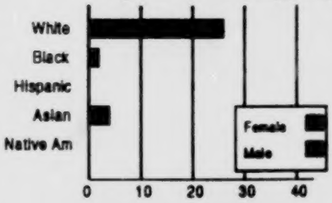
Grade	
PreK	1
K	33
1	29
2	31
3	30
4	30
5	24
6	33
7	55
8	58
9	47
10	34
11	14
12	23
Total	442

Mobility Rate
55% Per Year

Sponsor's Affiliation	
Marine	2%
Army	<.5%
Navy	87%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	8
4-6	5
7-10	5
> 10	15

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	2
Other Professionals	5

Teacher Education	
Degree	Teachers
BA/BS	48%
MA/MS	52%
Doctorate	0%

Principal's Highlights

E. J. King is a kindergarten through twelfth grade unit school of 480 students located on a U.S. Navy base in Sasebo City, Nagasaki Prefecture, Japan. The school has doubled its population over the past three years. A new three story facility is in progress as well as remodeling of existing facilities to accommodate this rapid growth.

The student body is ethnically and culturally diverse. An unusually close relationship exists among the students and staff. The students benefit from a committed staff that spends many extra hours on a strong curricular and extracurricular program. Students are well prepared for college with over 60% of the current senior class receiving acceptance from well known and selective colleges.

Parent and Community involvement are a particular strength of the school. Personnel from several organizations and homeported ships have established a close relationship with our school and students. For example, the Branch Medical Clinic continues to pro- vide "read aloud" volunteers to elementary classrooms during their lunch hours and non-duty time. Parents are actively involved in the SIP process, as well as with the PTO, the Booster's Club, and our large volunteer program. King School also enjoys a close working relationship with the military command. This is truly a community school.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Beginning in January, elementary and high school teachers in all curricular areas particpated in regularly scheduled school-wide writing and reading activites. Cross-grade level activites were also important in our SIP as high school Spanish, biology, and English classes led and taught elementary students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Educator's Day activities and an in-service provided all staff members with training on ethnic and gender issues in education. Parents attended their child's class during Math Awareness Week. A survey was developed to determine teacher attitudes toward boy/girl participation in math and sciences classes.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Two-way communication increased with the addition of mailback sections to the weekly Parent Newsletter. In February, students began biweekly broadcasts of school news on FEN. The parent/community volunteer program expanded to include 120 people, some participating from organizations on base and others individually.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication within the school was highlighted as the daily bulletin was reorganized and monitored for effectiveness. Pre-set schedules were established and published to minimize adverse effects and simplfy notification of the K-12 staff. Weekly dept. head meetings were held to facilitate communication between the elementary, high school, and specialists dept.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	80%	11%	4%
Math	82%	12%	3%
Science	62%	21%	8%
Social Studies	71%	18%	2%
School Communications	85%	11%	3%

Benchmark 10.8: Establish Technology for teachers and administrators

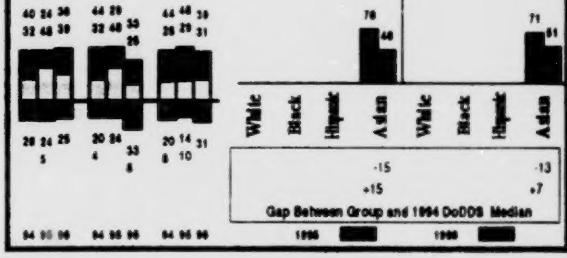
Weekly training sessions on cc:Mail and Apple/MAC applications were held beginning in January. A LAN with research information was installed in the Media Center. Over 50% of the staff participated in training on these systems. The software holdings of the school were reorganized. Help and repair routes for all technology in the school were established.

CTBS Test Results

Grade 3

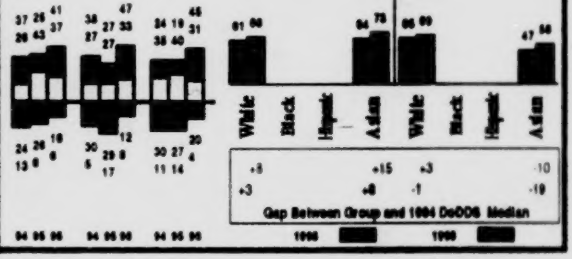
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	69	61.5	64	56	60
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	36	36	36	36	36

Percent of Students in Each Quarter



Grade 7

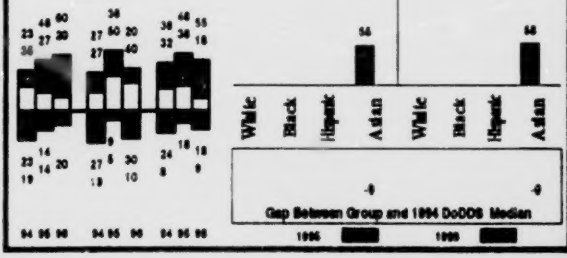
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	65.7	68	72	66	68.7
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	51	51	51	51	51



Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	76	66	80	72.5	70
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	10	10	11	10	11

Percent of Students in Each Quarter



SAT Results					
% Participating	1994	34%	67%	66%	42%
	1995	0%	52%	64%	41%
Math Avg Score	1994	463	471	472	479
	1995		480	480	482
Verbal Avg Score	1994	459	421	430	423
	1995		430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ernest J. King ES/HS
(SASEBO)
PSC 476, BOX 9
FPO AP 96322-0009

DSN Phone:
252-3356

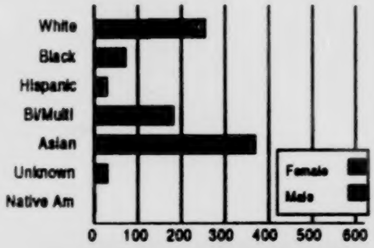
Commercial Phone:
956-24-6111,EXT3356

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	16	738.1	13%	44%	38%	6%	0%
5	95	36	699.5	3%	47%	31%	19%	0%
5	96	27	722.4	19%	67%	15%	0%	0%
8	94	24	778.3	17%	58%	25%	0%	0%
8	95	45	759.2	53%	11%	22%	7%	7%
8	96	51	786.7	24%	45%	26%	6%	0%
10	94	24	807.8	38%	25%	29%	8%	0%
10	95	21	825.5	24%	67%	5%	5%	0%
10	96	32	805.[illegible]	22%	59%	19%	0%	0%

Department of Defense Education Activity
Nile C. Kinnick High School (7-12)
1995/96 School Profile
Bruce Davis, Principal

School Characteristics

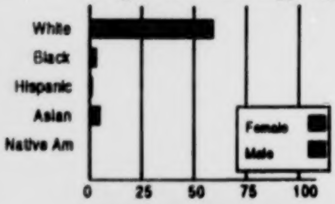
Student Enrollment - 942



Grade	[illegible]
7	224
8	186
9	173
10	137
11	129
12	93
Total	942

Sponsor's Affiliation	
Marine	1%
Army	<.5%
Navy	80%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	72.5
Special Education	2.5
Other Professionals	6.5

Special Programs

Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	42	4%
K-8	TAG	N/A	N/A
K-12	ESL	68	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	38	
AP Courses Offered		7	
Students Taking AP Courses		73	32%

Mobility Rate
21% Per Year

Teacher Experience

Years	[illegible]
New	2
1-3	6
4-6	10
7-10	6
> 10	59

Teacher Education

Degree	Teachers
BA/BS	35%
MA/MS	63%
Doctorate	2%

Principal's Highlights

Kinnick High School, located in Yokosuka, Japan, has a student population of almost 1000 students. We offer diverse programs to meet the needs & interests of our students. In addition to the core curriculum, we offer Advanced Placement courses in Spanish, Chemistry, Calculus, U.S. History, German, English 12, Physics, & Computer Science.

Foreign languages & a full complement of vocational & fine arts courses are available to all students in grades 7-12. Our athletes claim the title of Far East Champions for SY 95-96 in both Boy's Wrestling & Girl's Basketball & hold Championship titles in Football & Softball. Students regularly compete in numerous activities.

Kinnick made vast strides this year on several fronts. The development of a SIP team with military members, parents, students, teachers & administration helped to ensure that initiatives were designed to use readily available resources from within the community while having a solid base in students & their future.

Kinnick implemented middle school concepts this school year and we plan to go to block scheduling next year. This scheduling option will increase quality time between teachers & students.

With a great community, a super faculty, & fantastic kids -- the ingredients are here for a school of excellence!

DoDEA Strategic Plan: School Improvement Implementation School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Focusing on Language Arts, KHS will implement strategies designed to improve testing skills such as vocabulary building & the solving of analogies, as well as emphasizing communication capabilities & awareness of standard English across all curricular areas. A measurement group was established to document academic achievement.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Strategies identified for enhancing student achievement in Math include interpreting of graphs & charts, problem solving, & student activities designed to increase student awareness & self-monitoring of individual grades. A measurement group was established to document academic achievement.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Although many parents are active participants, new avenues of involvement are being explored with the goal of increasing community interaction. In addition to initial contact with the Ombudsman Council, plans include sending a representative to a summer workshop to bring back ideas for enhancing School/Home Partnerships.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication avenues such as use of the base-wide Internet System, CFAY Channel 7, cc:Mail, monthly newsletters, parent-teacher conferences & workshops will be expanded to foster effective two-way communication & student growth.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	70%	23%	6%
Math	64%	27%	7%
Science	59%	28%	11%
Social Studies	62%	25%	10%
School Communications	63%	26%	11%

Benchmark 10.8: Establish Technology for teachers and administrators

The pre-existing Computer Utilization Committee has been meshed with a newly established Technology Committee. Functioning now as one unit, this committee will sponsor & offer in-services & training as well as make decisions concerning curricular offerings and use & format of lab settings.

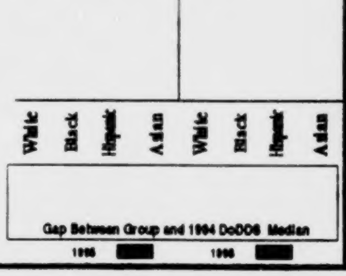
CTBS Test Results

Grade 3

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

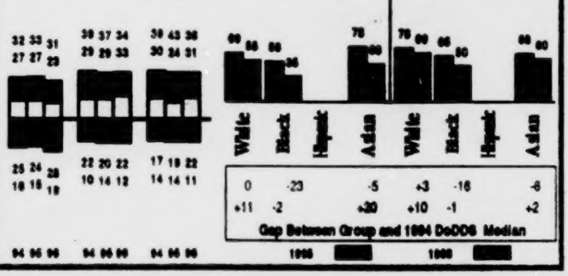
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	54.4	62.7	64.5	52.3	62.6
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	218	217	218	217	217

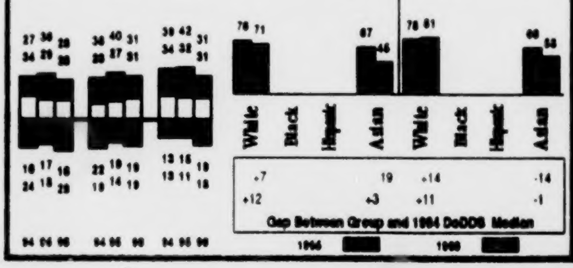
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	56	60.5	62.8	55.3	70.7
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	120	119	121	122	121

Percent of Students in Each Quarter



SAT Results		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	76%	67%	66%	42%
	1995	37%	52%	64%	41%
Math Avg Score	1994	479	471	472	479
	1995	497	480	480	482
Verbal Avg Score	1994	436	421	430	423
	1995	441	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Nile C. Kinnick HS
PSC 473, BOX 95
FPO AP 96349-0005

DSN Phone:
243-7579

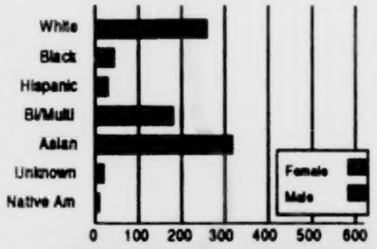
Commercial Phone:
3117-43-7392

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	131	756.5	21%	38%	20%	19%	2%
8	95	166	736.9	33%	15%	30%	18%	3%
8	96	172	766.2	16%	41%	35%	8%	0%
10	94	98	756.1	34%	17%	26%	19%	4%
10	95	124	798.6	28%	38%	19%	14%	1%
10	96	117	797	24%	46%	27%	3%	0%

Department of Defense Education Activity
Shirley Lanham Elementary School (PK-6)
1995/96 School Profile
Susan Jackson, Principal

School Characteristics

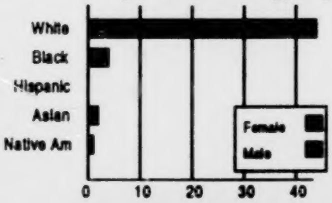
Student Enrollment - 856



Grade	
PreK	4
K	123
1	134
2	134
3	139
4	135
5	96
6	91
Total	856

Sponsor's Affiliation	
Marine	1%
Army	<.5%
Navy	96%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	38.5
Special Education	4
Other Professionals	9

Special Programs			
[illegible]	[illegible]	[illegible]	[illegible]
PK-12	Special Education	54	6%
K-8	TAG	0	0%
K-12	ESL	72	8%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
30% Per Year

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	0
7-10	0
> 10	49

Teacher Education	
Degree	% Teachers
BA/BS	46%
MA/MS	54%
Doctorate	0%

Principal's Highlights

Atsugi community organizations contributed over $25,000 to the Student Activity Fund. The Parent Teacher Organization sponsored an author/illustrator, a community wide international school luncheon, and a Japanese/Filipino Culture Week as well as many other activities for the students. The educators of Lanham Elementary School held the DoDDS 50th anniversary Educator's Day celebration which was attended by approximately seven hundred educators and various community members. HSL-51 Light Helicopter Squadron continued to support the school through the Adopt-a-school Program. They contributed many volunteer hours and over $12,000 to the school. For the second year in a row, the DoDDS Japan Teacher of the Year was selected from among the staff. Linda Kidd (1995-96) and Catherine Jensen (1994-95) were selected. A special ceremony was held in May honoring the founder of the school, Mrs. Shirley Lanham. Her daughter, Cheryl Lanham Weber, was the guest of honor. This was a special ending to Lanham's 27th school year!

DoDEA Strategic Plan: School Improvement Implementation School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

A Reading Week was held and students/parents read at home for 528, 123 minutes in one week! A 22% increase in the number of books checked out of the library occurred during that time period. A book fair was held that week and over 5,400 books were sold. The use of a specific writing process was utilized throughout the entire school. DOL was used by teachers in the school.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Researched based instructional strategies focused on questioning techniques and increasing opportunities for students to articulate thinking/reasoning skills across the curriculum. Staff development was provided in these techniques for all staff members. Problem solving software was ordered. Homework calendars on thinking skills were provided in the school/home newsletters.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Through parent meetings at FAST, SAC and PTO, a proposal was written for a one year trial of a consolidated parent group. The consensus of the Lanham parents and staff members was that a consolidated parent group would create a more effective and efficient school/home partnership for the community. This is at the developmental stage awaiting approval.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Some translation of parent newsletters was provided for non-English speakers. The school newsletter was distributed to all commands and departments on Atsugi base. The Lanham SIP was discussed in an open forum on Captain's Call (base tv). The SIP chairperson served as a resource to the Atsugi Base Quality Management Board developing the base strategic plan.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**75%**	**16%**	**5%**
Math	**71%**	**19%**	**5%**
Science	**62%**	**20%**	**7%**
Social Studies	**61%**	**22%**	**5%**
School Communications	**71%**	**24%**	**5%**

Benchmark 10.8: Establish Technology for teachers and administrators

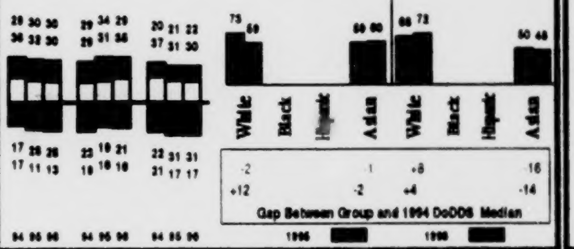
A new MacIntosh computer lab was opened during the second semester. The enrichment teacher incorporated technology training for staff members on a rotating basis into her daily schedule. All staff members were provided access to cc:Mail as additional LAN work was completed. Parent volunteers conducted a publishing house for students to write and publish books.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	58	61.8	55.6	52	52
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	122	121	121	121	121

Percent of Students in Each Quarter

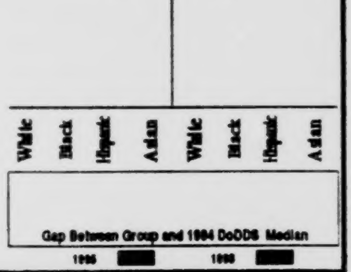


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

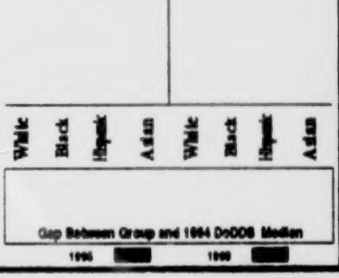


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	67%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DSN Phone:
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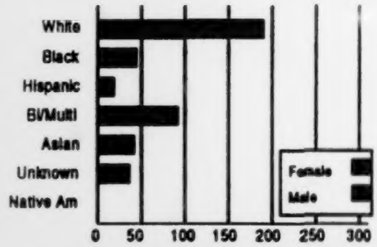
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	94	95	772.3	24%	53%	22%	1%	0%
5	95	92	750.3	17%	60%	16%	7%	0%
5	96	80	755.4	34%	55%	10%	1%	0%

Department of Defense Education Activity
Matthew C. Perry Elementary School (PK-6)
1995/96 School Profile
Susan H. Jackson, Principal

School Characteristics

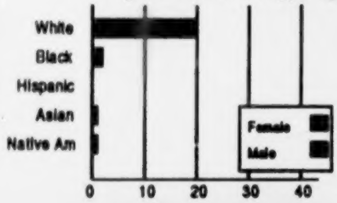
Student Enrollment - 421



Grade	
PreK	5
K	62
1	61
2	62
3	61
4	52
5	59
6	59
Total	421

Sponsor's Affiliation	
Marine	77%
Army	<.5%
Navy	15%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	[illegible]		
PK-12	Special Education	53	13%
K-8	TAG	26	6%
K-12	ESL	22	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
25% Per Year

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

School Staff	
Category	FTE
Administrators	1.5
Classroom Teachers	19
Special Education	3
Other Professionals	5.5

Teacher Education	
Degree	Teacher
BA/BS	43%
MA/MS	57%
Doctorate	0%

Principal's Highlights

Matthew C. Perry Elementary is located on Iwakuni Marine Air Station, which is on the southern end of Honshu. It is currently housed in a 2 story classroom building, which is being expanded. A new wing, which will house a variety of classrooms, special areas, offices for both elementary and high school is expected to be completed at the end of school year 1996-97. Serving the current school population of 440 are 44 staff members.

In order to better serve our students, efforts have been made this year to expand the school home partnership. New programs such as the Community Computer Lab, Adopt-a-School and Partners in Education have been initiated to invite community members, both parents and military to the school, to assist students who are in need, to provide information about career choices, and to provide instruction. M. C. Perry Elementary, in partnership with the student, family, and community, provides an educational environment where students are encouraged to achieve their maximum potential in academic, physical, social, and creative growth and development.

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DoDEA Strategic Plan: School Improvement Implementation School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Daily Oral Language, a language mechanics program by Houghton Mifflin, has been implemented for grades 1-6. Informal observation and portfolios indicate a successful beginning. Writing across the curriculum has been emphasized in science and math. The students have celebrated writing by holding author's teas, publishing books, and entering several contests.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Informercials for FEN, Family Math Nights, and videos have been made or are in progress to disseminate information about our new math program, Mathland, and to improve study habits. Plans for the future include Brown Bag Days, use of integrated math/science lessons such as AIMS, and increasing the use of technology.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Efforts have been made to expand our school home partnerships this year. Two new programs, Adopt-a-School and Partners in Education, have provided many hours of class support by units and volunteers. Existing programs such as the Sammy Samurai Reading program have been continued. Volunteers, both parents and military members, have expressed support for these programs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

News spots on FEN, updates at PTO, and the school monthly newsletters are used to inform parents and the community about important school activities and how they might become involved. Programs such as the Community Computer Lab, Adopt-a-School, and Partners in Education have brought parents, children, and school staff together.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	74%	17%	3%
Math	75%	16%	4%
Science	61%	25%	5%
Social Studies	63%	23%	4%
School Communications	72%	20%	7%

Benchmark 10.8: Establish Technology for teachers and administrators

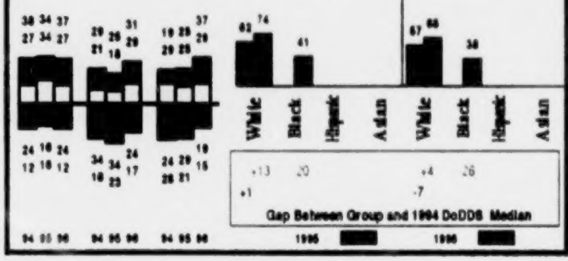
Plans have been made to provide workshops on the use and integration of technology in our curriculum. The school and community are especially proud of its Community Computer Lab, which has been established on Wednesday's for students, parents, and teachers to receive instruction on various types of programs.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	59	59	63	65.5	56
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	59	59	59	59	59

Percent of Students in Each Quarter

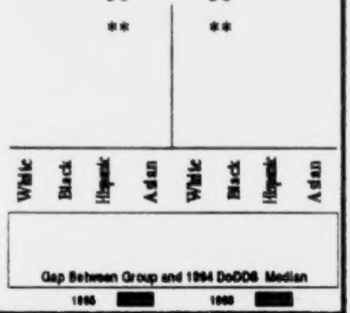


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

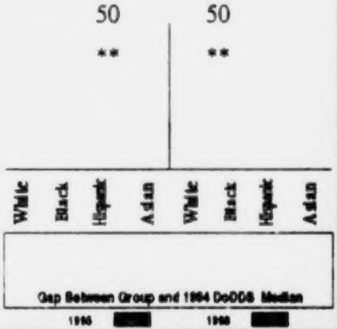


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	[illegible]	[illegible]
% Participating	1994	N/A	67%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
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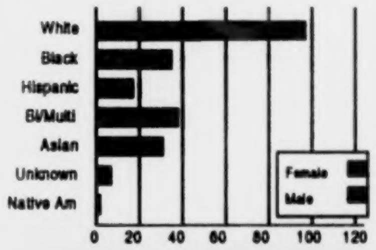
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	60	764	23%	43%	33%	0%	0%
5	95	58	724.9	17%	45%	28%	9%	0%
5	96	49	737.1	25%	63%	8%	4%	0%

Department of Defense Education Activity
Matthew C. Perry Junior High/High School (7-12)
1995/96 School Profile
Lawrence Wolfe, Principal

School Characteristics

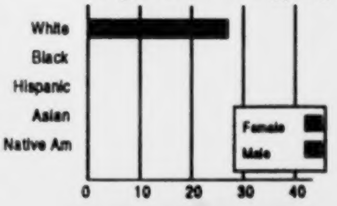
Student Enrollment - 227



Grade	
7	54
8	52
9	36
10	33
11	24
12	28
Total	227

Sponsor's Affiliation	
Marine	67%
Army	<.5%
Navy	15%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	2%

Professional Staffing



Special Programs

Grades Offered	[illegible]	[illegible]	%
PK-12	Special Education	9	4%
K-8	TAG	8	8%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		3	
Students Taking AP Courses		40	76%

Mobility Rate
21% Per Year

Teacher Experience

[illegible]	[illegible]
New	0
1-3	2
4-6	1
7-10	1
> 10	18

School Staff

Category	FTE
Administrators	1.5
Classroom Teachers	21.5
Special Education	0.5
Other Professionals	3

Teacher Education

Degree	Teachers
BA/BS	35%
MA/MS	57%
Doctorate	9%

Principal's Highlights

Matthew C. Perry High School is located on the Marine Corps Air Station (MCAS) in Iwakuni, a city of about 100,000, situated on the main island of Honshu about 25 miles from Hiroshima. The school buildings are presently being expanded and the additional buildings will be completed for school year 1997-8. The school has an annual enrollment of about 225 students in grades 7-12. The 1996 senior class was 26 students, the largest in the school's history. Students graduating from M.C. Perry spend an average of three years studying, learning, and experiencing a culture other than their own. The school improvement process focused on practicing the types of reading comprehension and math computation questions found on the CTBS. The entire faculty and student body was involved in the process. More than 65% of our students go on to a four year college. The students have a wide variety of courses beyond the normal curriculum including upper level courses in Math Analysis, Chemistry, Physics, and Advanced Placement courses in English 12 and United States History as well as several advanced placement courses through telecommunications. We have a wide variety of extra-curricular athletic and co-curricular activities.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

To increase reading comprehension, 100% of the students and faculty read selected passages in small reading groups and answered questions about the passages. "Multipass" and Word of the Day were also used to increase reading comprehension. Preliminary review of 95-96 CTBS scores indicate students score in reading comprehension increased.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

To improve math computation skills, problem solving was practiced twice a week. Students presented math problems and solutions over the school closed circuit video network. Challenging math problems that focused on cooperative learning were a success. Awards for winning teams took place weekly and individual students were recognized during an awards ceremony.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A public relations program was implemented to disburse info about school improvement and other school activities through use of FEN, the base and school newspapers, and the parent newsletter. Plans are being made to initiate Adopt-a-class SY 96-97. A computer lab was opened to the public to inform students/parent/community members about computers and training programs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

News coverage on FEN, the base newspaper, the monthly parent newsletter, and the school newspaper were used to keep parents informed of important school activities. The school closed circuit TV network was used for daily announcements and administration updates for students. Parent and student surveys were used to determine effectiveness of school communication.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**69%**	**23%**	**7%**
Math	**62%**	**21%**	**17%**
Science	**64%**	**27%**	**6%**
Social Studies	**62%**	**28%**	**10%**
School Communications	**60%**	**26%**	**15%**

Benchmark 10.8: Establish Technology for teachers and administrators

Faculty members have access to cc:Mail. Teachers are now in process of learning to use computers for classroom management and grading programs. In coordination with base personnel the school has access to the base local area network which results in immediate access to all station personnel. Computer courses are scheduled.

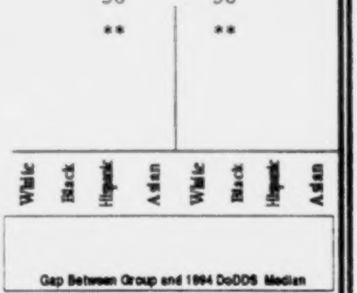
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	**	**	**	**	**
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

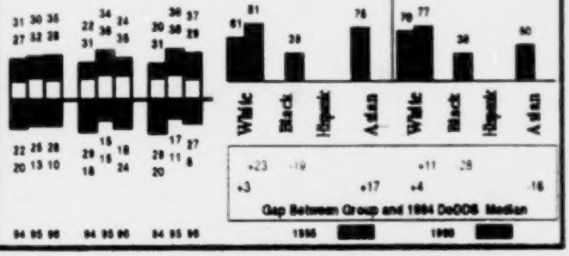
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	59	57.7	67.3	54.5	61
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	51	51	49	50	49

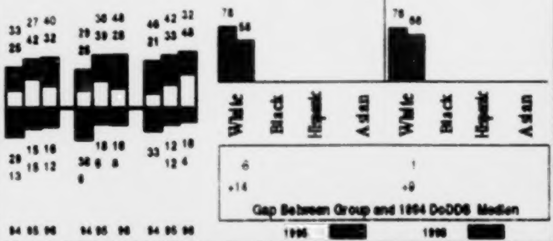
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	67	74	72.2	56.5	65
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	25	25	25	25	25

Percent of Students in Each Quarter



SAT Results					
% Participating	1994	69%	67%	66%	42%
	1995	0%	52%	64%	41%
Math Avg Score	1994	459	471	472	479
	1995		480	480	482
Verbal Avg Score	1994	436	421	430	423
	1995		430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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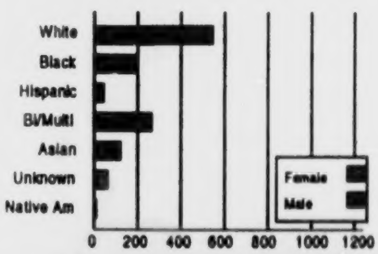
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
8	94	40	644.6	10%	18%	15%	50%	5%
8	95	36	736.9	19%	8%	50%	22%	0%
8	96	44	771.5	18%	34%	41%	7%	0%
10	94	23	656.8	9%	22%	39%	17%	9%
10	95	24	748.8	17%	25%	48%	8%	4%
10	96	31	739.1	7%	42%	42%	7%	3%

Department of Defense Education Activity
Sollars Elementary School (PK-6)
1995/96 School Profile
James Bowers, Principal

School Characteristics

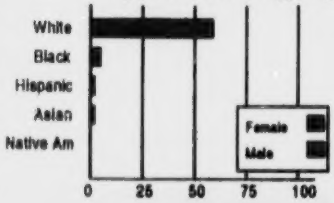
Student Enrollment - 1,240



Grade	
PreK	29
K	219
1	214
2	188
3	182
4	146
5	128
6	134
Total	1240

Sponsor's Affiliation	
Marine	<.5%
Army	1%
Navy	17%
Air Force	79%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
[illegible]	FTE
Administrators	3
Classroom Teachers	54
Special Education	8
Other Professionals	18

Special Programs			
[illegible]			
PK-12	**Special Education**	155	12%
K-8	TAG	200	17%
K-12	ESL	37	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	[illegible]
New	0
1-3	4
4-6	11
7-10	6
> 10	59

Mobility Rate
28% Per Year

Teacher Education	
Degree	Teacher
BA/BS	47%
MA/MS	51%
Doctorate	1%

Principal's Highlights

First school-wide initiative was to continue increasing students' understanding of math concepts by using manipulatives. The use of maipulatives in Mathland program went well with our successful accomplishment of this goal. Grade level Family Math Nights were an outstanding success and helped create feeling in Misawa community that Mathland is appropriate and successful for our students.

Second school-wide initiative was to implement collaborative planning time for specialist and reg classroom teachers to facilitate inclusion. Great dialogue came from this goal. Many of staff became involved with the SIP Inclusion Comm and the ideas, concerns and research helped to build a collaborative approach to problem solving. The highlight was our complete revamping of the school master schedule to facilitate inclusion. This helped, along with building collection of prof. books and articles on inclusion, to educate our faculty and demonstrate committment to inclusion of special needs students in school.

Third school-wide initiative to develop instructional use of tech in all curriculum. Staff strategy was success with in-services by entire Misawa community.

DoDEA Strategic Plan: School Improvement Implementation School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Collaborative planning to facilitate the Inclusion Model for the benefit of students was a priority for the Sollars faculty. Educating the faculty and community on inclusion occurred through the development of a professional library and collection of current literature and a USD course. A new master schedule was devised to allow the facilitation of inclusion.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Student achievement and the understanding of math concepts through the use of manipulatives has been catapulted with the implementation of the Mathland series. Additionally, math study groups for teachers and Family Math Nights have promoted an understanding of the use of manipulatives as they influence math achievement among all groups within the school.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents have had equal opportunity to participate in a variety of school activities including technology education, the School Improvement Process, School Advisory Council, Parent Teacher Association, Families and Schools Together, and Admin Call-A-Parent Program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parent bulletins are sent home each Friday with all students. Additionally, most of the faculty members send home a class newsletter on a regular basis. Parents are encouraged and welcomed to participate in formal and informal teacher conferences.

Report Card from DoDDS Parents

Overall Quality	A/B	C	D/F
Language Arts	81%	13%	2%
Math	76%	14%	5%
Science	62%	19%	6%
Social Studies	61%	18%	4%
School Communications	82%	14%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

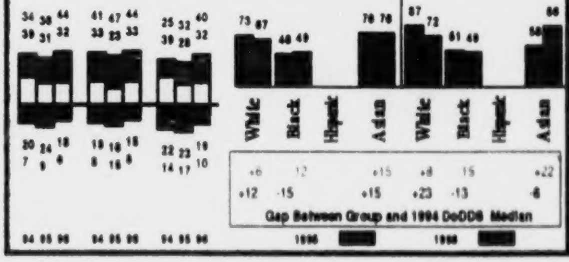
Job embedded in-services and USD courses provide a wide variety of training for the faculty and interested parents. All faculty members have now been exposed to computer basics as well as areas such as CD ROM, Hyperstudio, OPAC, Kidpix II, Labels, Internet, cc:Mail, PowerPoint, et al. Full Apple and Mac Labs allow teachers the opportunity for full class instruction.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	72.9	73.3	69.1	68	71.9
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	174	174	174	174	174

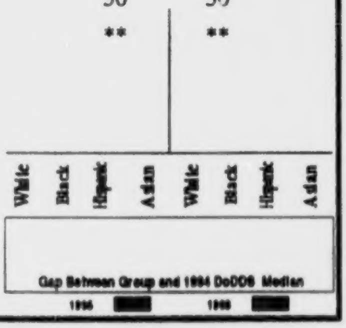
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

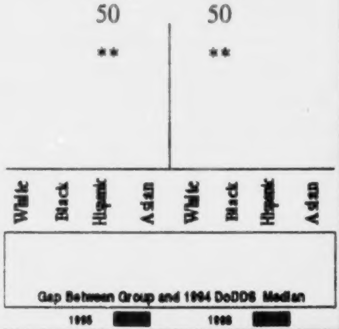


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	67%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sollars ES
UNIT 5041
APO AP 96319-5041

DSN Phone:
226-2058

Commercial Phone:
3117-66-3933

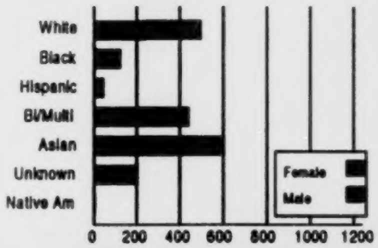
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	122	776.5	22%	61%	15%	3%	0%
5	95	138	766.4	25%	59%	9%	7%	0%
5	96	119	715.6	20%	59%	14%	5%	1%

Department of Defense Education Activity
Sullivans Elementary School (PK-6)
1995/96 School Profile
Carol Cressy, Principal

School Characteristics

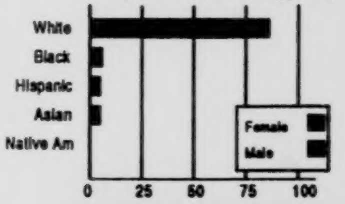
Student Enrollment - 1,899



Grade	
PreK	25
K	295
1	328
2	275
3	302
4	237
5	248
6	189
Total	1899

Sponsor's Affiliation	
Marine	2%
Army	<.5%
Navy	90%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grades Offered	Program		
PK-12	Special Education	169	9%
K-8	TAG	154	8%
K-12	ESL	141	8%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
29% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	12
4-6	10
7-10	18
> 10	76

School Staff

Category	FTE
Administrators	4
Classroom Teachers	79
Special Education	9.5
Other Professionals	23

Teacher Education

Degree	Teacher
BA/BS	39%
MA/MS	61%
Doctorate	0%

Principal's Highlights

This years school improvement process for the administration at The Sullivans School included a number of significant highlights.

A better understanding of academic strengths and weaknesses was reached due to the study of standardized test scores.

The benefits gained by our efforts to disseminate as much information as possible to the school community on Racial/Ethnic/Gender bias resulted in an increased community awareness and favorable impact on the curriculum.

More volunteer opportunities were made available for parents needing child care for young children by providing free child care vouchers through MWR. Twice as many ships had sailors involved in the read-aloud program for students at all grade levels. Nearly 2,000 invitations were sent out for this year's Volunteer Recognition Tea.

Regional representatives were helpful to the committee. A definite highlight was the visit of Dr. Denise Borders and Dr. Maurice Howard from DoDEA headquarters.

The exemplary efforts of the computer committee must be recognized. Computer labs were set up, running and in use. DoDEA support in terms of equipment and resources made a noticeable difference in our efforts to increase computer literacy and instruction throughout the school.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Across curriculum writing appears throughout the grade level reports. 55 teachers used journal activities before the School Improvement Plan was implemented, nine began after implementation and 80 plan to use the tool in the next school year. Because of the importance of writing within our goal, "Process Writing" will become an adopted strategy for school year 1996-97.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Various methods of assessment have been utilized to help narrow the achievement gap in these areas including: portfolios and rubrics. 70 teachers used portfolio assessment before the School Improvement Plan was impletmented and an additional 13 adopted it after. 74 plan to use it next year. Similarly, rubrics were used by 67 and 70 plan to use them next year.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent participation within the classroom exceeds 800 volunteers as shown by the staff questionnaire of 5/22/96. Concentration on parent/community involvement is planned through a multi-ethnic/racial/gender Homework Assistance Program for SY 1996-97. A baseline will be established at that time to measure growth and success.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Teachers were asked if they took part in any multi-lingual schhol-home communications as our school tends to have many non-English speaking constituencies. 34 teachers have utilized non-English communications, sending home announcements and presenting native language materials to parents. 60 teachers have shown an interest in pursuing such communication next year.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	75%	19%	4%
Math	69%	21%	7%
Science	59%	24%	7%
Social Studies	60%	25%	4%
School Communications	76%	20%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

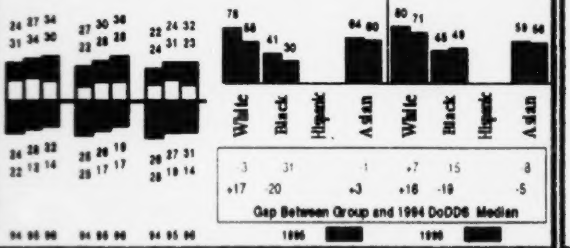
Multi-media/computer, multi-media/non-computer and computer use for word processing exclusively have be widely used. Since School Improvement Plan Implementation, training, equipment acquisition and lab set-ups have been extablished within The Sullivans School. With additional training, an additional 22 teachers have committed themselves to lab usage for next year.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	64	61.7	55.6	55.3	60.4
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	295	296	294	295	294

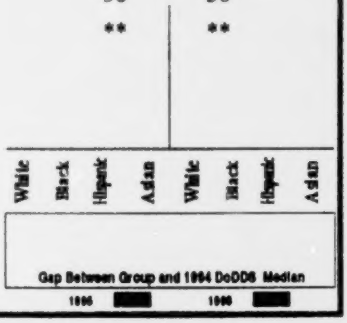
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

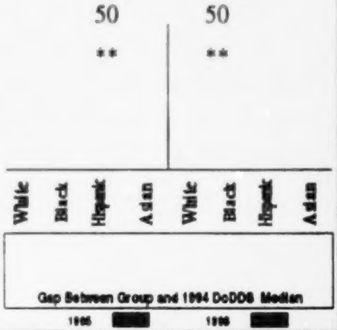


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	[illegible]	Nation
% Participating	1994	N/A	67%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sullivans ES
PSC 473, BOX 96
FPO AP 96349-0005

DSN Phone:
243-7336

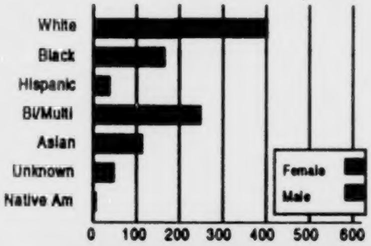
Commercial Phone:
3117-43-7329

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	193	768	33%	45%	16%	5%	1%
5	95	192	767.4	27%	56%	12%	5%	1%
5	96	235	738.7	40%	45%	9%	4%	2%

Department of Defense Education Activity
Yokota (East) Elementary School (PK-6)
1995/96 School Profile
Joseph J. Carusell, Principal

School Characteristics

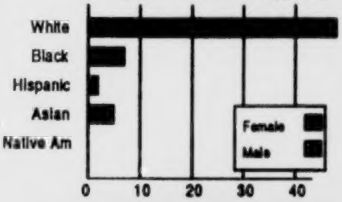
Student Enrollment - 1,021



Grade	
PreK	12
K	145
1	164
2	148
3	159
4	129
5	134
6	130
Total	1021

Sponsor's Affiliation	
Marine	<.5%
Army	2%
Navy	2%
Air Force	89%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	[illegible]	[illegible]	[illegible]
PK-12	Special Education	108	11%
K-8	TAG	140	14%
K-12	ESL	31	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
24% Per Year

Teacher Experience

Year	Teacher
New	0
1-3	1
4-6	0
7-10	4
> 10	61

School Staff

Category	FTE
Administrators	3
Classroom Teachers	45
Special Education	6.5
Other Professionals	15

Teacher Education

Degree	% Teacher
BA/BS	29%
MA/MS	68%
Doctorate	3%

Principal's Highlights

The School Improvement Plan at this school is noteworthy for the staff and parent leadership demonstrated throughout the planning, development and implementation of the Plan, the process methodologies utilized, and the Plan itself as an outcome product.

Full recognition for staff leadership needs to begin with the committee chair, Ron Becker, a third grade teacher at the school. Leadership recognition needs to also include Pat Saitama, first grade teacher; Rick Heimbach, ESL teacher; and Gary Watkins, fifth grade teacher. Parent leadership was highlighted as a result of the extensive involvement of Kelly Slear, PTSA liaison, and Susan Corbitt, SAC liaison. Our Command representatives, also parents, Mr. Pagulayan and Mr. Porter, brought extensive training to the Team. The dynamic, collaborative, and consistently cooperative efforts of the Team brought forth the very best efforts from the staff and the community in the completion of the Plan itself.

The process methodologies utilized resulted in a Plan that reflected the school's and the community's commitment to continuous educational program improvement. Cooperative staff-parent working groups, utilizing the Benchmarks as guides, analyzed programs, identified strengths and limitations and produced Action Plans that provided for specific direction, resource dedication and professional accountability.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

A language Arts committee was formed, and software is currently being inventoried for a list to be given to all teachers. As indicated in the Action Plans, a survey was conducted to find out the extent to which Daily Oral Language (DOL) and writing across the curriculum are being implemented. Results will be tabulated, and training and adjustments will be made in the fall.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

SAC SIP Team Rep. chose interested parents at all grades to interview teachers on MathLand activities. They were published weekly in the school newsletter. A survey to collect data from stakeholders about awareness of math program is being conducted. A compilation of effective cooperative teaching strategies is being prepared and math software is being inventoried.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The SAC SIP Team Rep. chose interested parents at each grade level to interview teachers on MathLand activities. These were published weekly in the school newsletter. A survey to collect data from stakeholders concerning their awareness of the math program is being conducted. A list maintained by office staff indicates an average of 10-15 volunteers assist in the school daily.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

SAC SIP Team Rep. chose interested parents at all grades to interview teachers on Mathand activities. They were published weekly in the school newsletter. A survey to collect data from stakeholders about awareness of math program is being conducted. A public affairs liaison was chosen to develop and distribute schoolwide news releases throughout community.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	80%	14%	2%
Math	79%	13%	3%
Science	64%	20%	6%
Social Studies	65%	19%	5%
School Communications	86%	12%	1%

Benchmark 10.8: Establish Technology for teachers and administrators

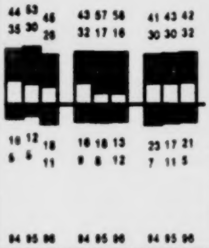
Software for math, language arts, and keyboarding is currently being inventoried for publication and distribution to all teachers. Pre- and post-surveys were conducted to see which staff used cc:Mail. All staff were entered into the world-wide DODDS cc:Mail directory, and training sessions for cc:Mail were held.

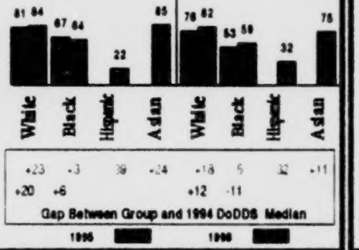
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74.1	80.2	69.2	78.3	70.6
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	149	149	149	149	149

Percent of Students in Each Quarter

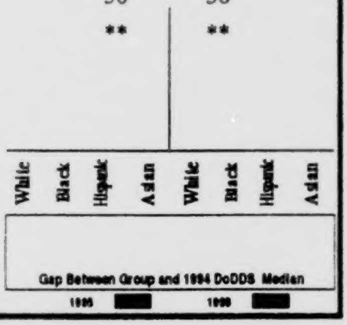




Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

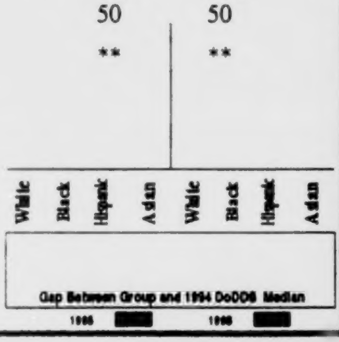


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	67%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Yokota East ES
DoDDS-P/J (YE)
UNIT 5072
APO AP 96328-5072

DSN Phone:
225-6939

Commercial Phone:
3117-55-5503

DoDEA Writing Assessment

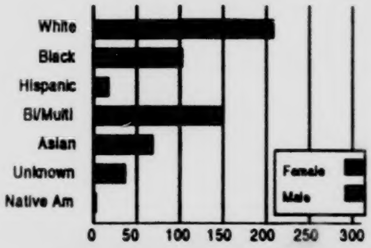
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	94	122	734.9	16%	48%	31%	3%	3%
5	95	133	770.6	22%	68%	9%	2%	0%
5	96	119	751.2	41%	45%	11%	1%	0%

Department of Defense Education Activity
Yokota (West) Elementary School (PK-6)
1995/96 School Profile

Sherry Templeton, Principal

School Characteristics

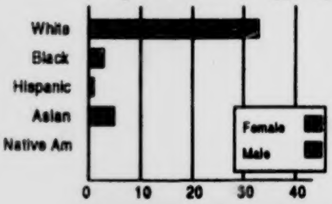
Student Enrollment - 574



Grade	
PreK	2
K	100
1	93
2	84
3	80
4	82
5	64
6	69
Total	574

Sponsor's Affiliation	
Marine	1%
Army	2%
Navy	2%
Air Force	85%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered			
PK-12	Special Education	46	8%
K-8	TAG	44	8%
K-12	ESL	43	8%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
40% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	6
7-10	0
> 10	33

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	27.5
Special Education	4.5
Other Professionals	8

Teacher Education	
Degree	Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

Principal's Highlights

Yokota West Elementary School on Yokota Air Base, Japan serves a diverse and highly transient student population. Nearly all new students attend Yokota West as they arrive and live off-base, and then many of these students move to the east side school as their families receive on-base housing. Parent communication and participation are key areas for us, and we benefit greatly from the many parents who participate as team members in school improvement workshops and activities. Their valuable insights and contributions have enriched all our plans of action.

YWES is deeply immersed in technology, and we are intensively involved in integrating the use of our extensive technological resources throughout our educational program.

Numerous exciting host nation activities at our school provide a unique cultural richness and support of diversity.

Our staff's commitment to inspiring and preparing all students to meet the academic, social, and vocational challenges of the 21st century makes Yokota West "A Great Place to Learn."

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Community/whole school integrated thematic units have been planned for SY 1996-1997. Successful units have resulted in entire community involvement and increased student learning. Media center programs provide technological and text support for the curriculum as well as assist in the development of technological research skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Thematic units utilizing math skills and technology have been designed for SY 96/97. Emphasis has been placed on problem solving, oral and written communication, flexibility and technology utilization in Mathematics. Baseline data utilizing 1996 CTBS scores has been established. Peer-teaching programs, math nights and study groups have been conducted.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A School Home Partnership Committee (SHP) has been established and a needs assessment of the community has been done. SHP will focus on parents as co-teachers, and co-learners. Parent participation is an integral component of the thematic units for SY 96/97. Parents support student leaning by volunteering and by serving as members of SAC, SIT, Booster Club and school committees.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

As part of the registration process, parents of new students are surveyed as to the effectiveness of information provided about the school, its programs, and student responsibilities. An informational presentation video completed in November 1996 is available for community check out. An interactive Web Page presentation highlighting the school's programs is being designed.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**71%**	**19%**	**5%**
Math	**73%**	**19%**	**3%**
Science	**60%**	**21%**	**4%**
Social Studies	**57%**	**25%**	**2%**
School Communications	**76%**	**16%**	**8%**

Benchmark 10.8: Establish Technology for teachers and administrators

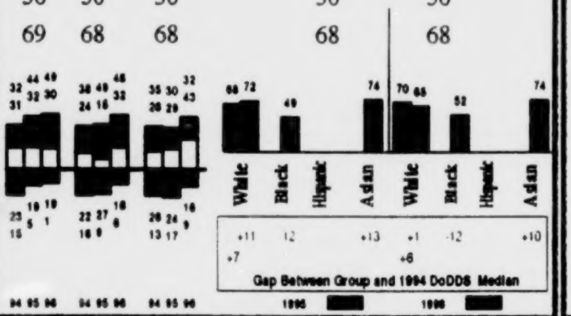
A March 1996 technology needs assessment survey identified priorities. A computer in-service on word processing and supportive instructional software was held in Fall 1996. A baseline survey of student computer utilization was conducted in October 1996. Telecommunications stations were created.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	75	71.7	63	66	61.5
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	69	68	68	68	68

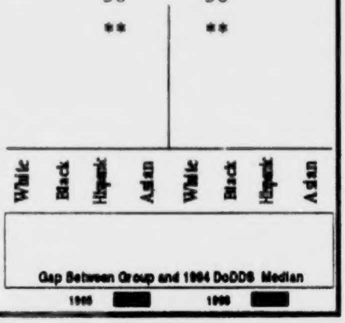
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

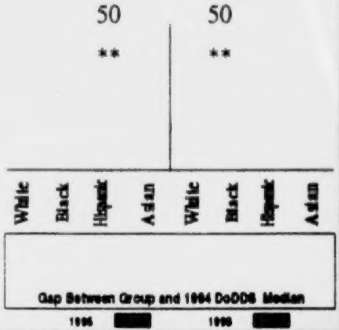


Grade 11

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	67%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Yokota West ES
DoDDS-P/J (YW)
UNIT 5072
APO AE 96328-5072

DSN Phone:
225-8898

Commercial Phone:
3117-55-7611

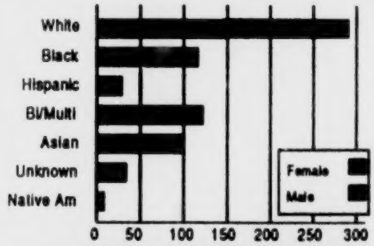
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	68	772.6	29%	49%	17%	6%	0%
5	95	74	751	12%	69%	19%	0%	0%
5	96	55	782.6	53%	40%	7%	0%	0%

Department of Defense Education Activity
Yokota High School (7-12)
1995/96 School Profile
Edward Davies, Principal

School Characteristics

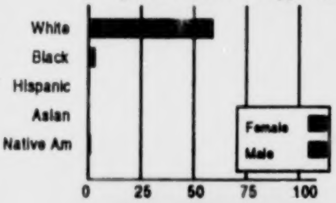
Student Enrollment - 701



Grade	
7	159
8	171
9	128
10	86
11	93
12	64
Total	701

Sponsor's Affiliation	
Marine	1%
Army	2%
Navy	2%
Air Force	80%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	1%

Professional Staffing



Special Programs

Grade Offered	[illegible]	[illegible]	[illegible]
PK-12	Special Education	36	5%
K-8	TAG	N/A	N/A
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	63	
AP Courses Offered		4	
Students Taking AP Courses		51	32%

Mobility Rate
24% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	8
4-6	3
7-10	3
> 10	44

School Staff

Category	FTE
Administrators	2
Classroom Teachers	47
Special Education	3
Other Professionals	5

Teacher Education

Degree	Teachers
BA/BS	27%
MA/MS	73%
Doctorate	0%

Principal's Highlights

The after-school (8th period) study hall was highly successful. 53% of the participants maintained or raised their GPA.

The revision of the students' course selections process resulted in greater parent involvement in academic and career planning. Spring 1996 CTBS scores are the highest since 1991. The scores are a validation of students' commitment to excellence. Parents are pleased that their perceptions of student achievement are realistic.

The special education program's staff's one-on-one tutoring of their clients and other seniors insured the graduation of those students.

The AVID program has completed its third school year. A charter student will enter the school's first grade eleven AVID class in August 1996.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Lang Arts: (1) Team recommended use Daily Oral Language (2) Half day teacher in-service re: DOL awareness (3)English Department in-service (4) Implemented DOL fourth quarter in eighth grade English classes. Daily Oral Language Program began in grade eight; grades 7-12 committed for SY96-97.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Students who achieved C- or below were given an achievement contract. Students who were under an achievement contract were expected to attend after school tutoring sessions. After-school study hall for low achieving students began second semester SY95-96; committed for SY96-97.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A school/home communication plan has been established. The YHS Booster Club emphasized SIP activities. Parents become actively involved in the students' course selection process. Revision of students' course selections to include parents in planning and initiation phases.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A monthly newsletter was mailed to parents. Local media sources were utilized. Students produced a program for the community television channel.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	71%	23%	6%
Math	71%	22%	7%
Science	71%	24%	5%
Social Studies	65%	24%	9%
School Communications	76%	21%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

Technology training for teachers and administrators occurred.

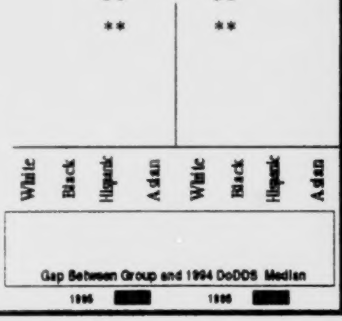
CTBS Test Results

Grade 3

	Benchmark 3.1			**Benchmark 4.2**	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

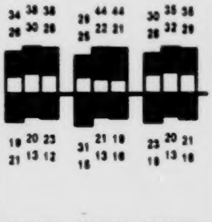
NOT APPLICABLE

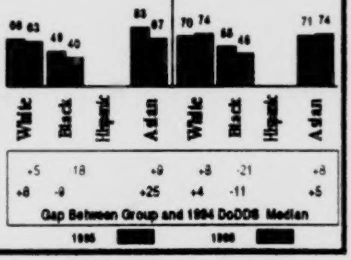


Grade 7

	Benchmark 3.1			**Benchmark 4.2**	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	67.4	70.3	66	58	69.8
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	153	153	151	150	151

Percent of Students in Each Quarter

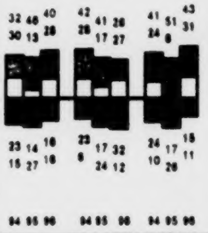


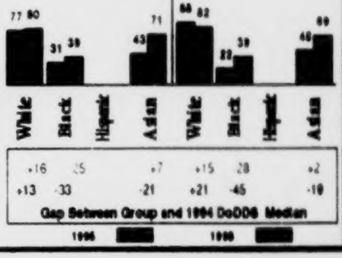


Grade 11

	Benchmark 3.1			**Benchmark 4.2**	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	66	58	69.7	67	71.2
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	81	81	81	81	81

Percent of Students in Each Quarter





SAT Results		School	District	DoDDS	Nation
% Participating	1994	81%	67%	66%	42%
	1995	85%	52%	64%	41%
Math Avg Score	1994	443	471	472	479
	1995	463	480	480	482
Verbal Avg Score	1994	414	421	430	423
	1995	408	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Yokota HS

DoDDS-P/J (YH)

UNIT 5072

APO AP 96328-5072

DSN Phone:
225-7120

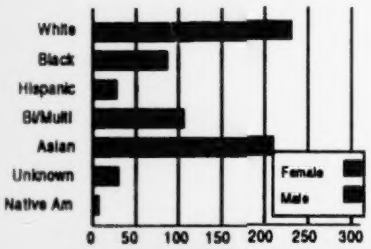
Commercial Phone:
3117-55-7018

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	125	782.3	29%	42%	14%	15%	0%
8	95	105	706.5	22%	14%	35%	24%	5%
8	96	153	771.5	20%	44%	24%	10%	1%
10	94	82	730.4	21%	24%	27%	23%	4%
10	95	83	773.9	19%	36%	24%	19%	1%
10	96	84	793.4	26%	42%	24%	8%	0%

Department of Defense Education Activity
Zama Junior High/High School (7-12)
1995/96 School Profile
Susan Burdick, Principal

School Characteristics

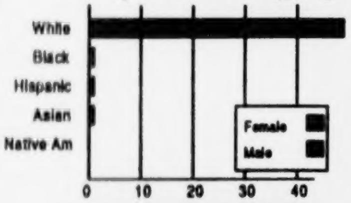
Student Enrollment - 698



Grade	
7	146
8	148
9	136
10	116
11	84
12	68
Total	698

Sponsor's Affiliation	
Marine	<.5%
Army	26%
Navy	42%
Air Force	1%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	29%
Non-US Civilians	2%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	46
Special Education	2.5
Other Professionals	5

Special Programs			
PK-12	Special Education	20	3%
K-8	TAG	0	0%
K-12	ESL	23	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	27	
AP Courses Offered		4	
Students Taking AP Courses		97	63%

Mobility Rate
23% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	1
7-10	3
> 10	58

Teacher Education	
Degree	Teachers
BA/BS	40%
MA/MS	60%
Doctorate	0%

Principal's Highlights

ZAHS located at Camp Zama, Japan serves 700 students from Navy and Army families. Our diverse student body in grades 7-12 is 35% bilingual. Both advanced placement (AP) and honors courses are offered in English, Calculus I & II, Government, US History, Art, Physics and Computer Science. Seventy-seven percent of our graduates enter college. Five levels of world languages are offered in Japanese, Spanish, and French. AVID, Inclusion, and the middle school are new programs. The SIP receives excellent support by the PTO, parents and the community through co-teaching, mentoring, co-advising, and coaching.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Considering the needs of our multi-lingual and ESL students, vocabulary and spelling are emphasized through the Word of the Day and Curriculum Embedded Vocabulary Programs. Parents and teachers serve as co-teachers in the program implementation phase. Pre/post locally developed assessments will assist us in analyzing the effectiveness of the program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The Math Problem of the Day, presented by the upper level math students, is targeted to reduce the gap between low and high achieving students. Special training for math teachers has been provided to enhance pedagogical skills ensuring success for low achievers. Diversity training for the entire staff has been scheduled to enhance awareness and sensitive.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent and community involvement are encouraged through co-teaching the Word of the Day Program. Co-decision making and co-advising opportunities have been strengthened through the School Advisory Committee's review of policies, school volunteers and the community's Adopted a School Program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication among the faculty, community, home and school has been enhanced by including parents and students in all facets of the SIP training and programmatic activities. Community briefings, bulletins, newspapers, the local TV information channel, and the school newsletter feedback forms have enhanced communication.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**72%**	**22%**	**6%**
Math	**64%**	**25%**	**10%**
Science	**62%**	**29%**	**9%**
Social Studies	**62%**	**28%**	**10%**
School Communications	**61%**	**32%**	**6%**

Benchmark 10.8: Establish Technology for teachers and administrators

The Integrade Program is being utilized by the entire staff to generate quarterly report cards and interim progress reports to parents. Training in the use of cc-Mail, the internet, and the incorporation of technology as a tool in learning is planned for the spring. A cadre of teachers is exploring interdisciplinary approaches to the use of technology in the learning process.

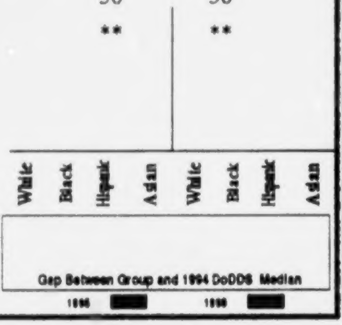
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	66.8	67.5	62.4	61.9	62.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

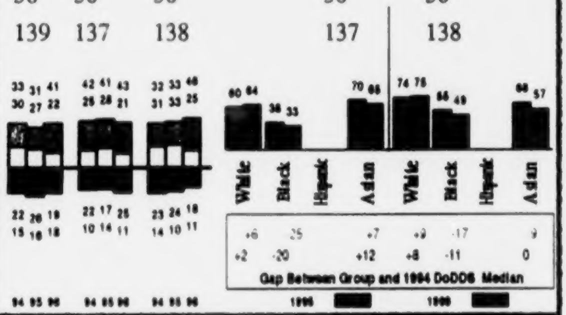
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66.7	67	73.3	61.7	63.9
District	64.8	66.5	68.9	61.1	65.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	139	137	138	137	138

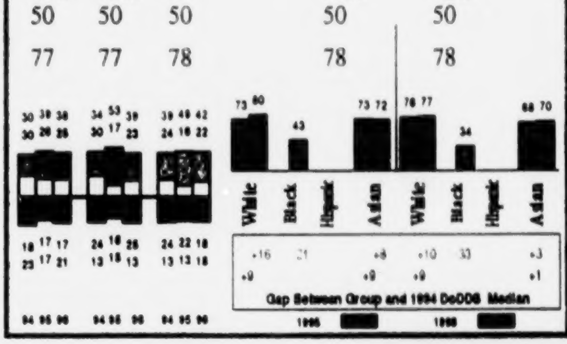
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61.3	67	68	66.5	67
District	61.9	63.1	67.7	59.8	69.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	77	77	78	78	78

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	75%	67%	66%	42%
	1995	73%	52%	64%	41%
Math Avg Score	1994	473	471	472	479
	1995	467	480	480	482
Verbal Avg Score	1994	392	421	430	423
	1995	427	430	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Zama HS
USA GARRISON, HONSU
APO AP 96343-0005

DSN Phone:
263-4040

Commercial Phone:
3117-63-3181

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	124	766.2	27%	40%	16%	16%	1%
8	95	142	750.3	31%	13%	31%	25%	1%
8	96	116	766.1	19%	33%	39%	10%	0%
10	94	94	818.6	42%	28%	28%	3%	0%
10	95	94	771.4	20%	38%	22%	17%	2%
10	96	97	772.7	18%	36%	36%	10%	0%

SECTION M

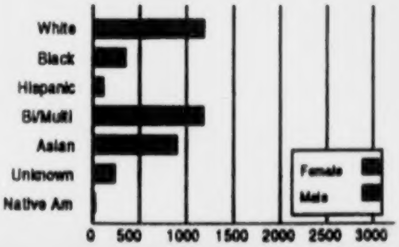
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

KOREA DISTRICT
1995-1996

Department of Defense Education Activity
Korea 1995/96 District Profile
Douglas Kelsey, Superintendent

District Characteristics

Student Enrollment - 3,943



	Special Programs		
PK-12	**Special Education**	161	4%
K-8	TAG	369	12%
K-12	ESL	267	6%
1	Reading Recovery	0	0%
7-12	AVID	55	
Students Taking AP Courses		171	50%

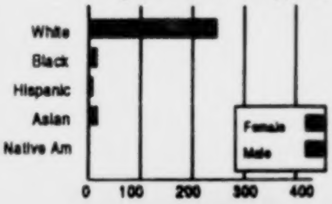
Grade	
PreK	26
K	375
1	363
2	386
3	329
4	334
5	340
6	308
7	327
8	304
9	278
10	231
11	186
12	156
Total	3943

Mobility Rate
27% Per Year

[illegible] Affiliation	
Marine	1%
Army	45%
Navy	3%
Air Force	15%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	34%
Non-US Civilians	2%

Teacher Experience	
New	26
1-3	18
4-6	25
7-10	40
> 10	165

Professional Staffing



Administrators	14
Classroom Teachers	236
Special Education	23
Other Professionals	46

BA/BS	35%
MA/MS	62%
Doctorate	3%

Superintendent's Highlights

The Korea District prides itself in serving seven diverse and geographically separated schools with quality and technically advanced education. We promote high expectations for both our students and educators in a climate of respect for their uniqueness and diversity. Over half our students are Amerasian with a high rate of ESL students. Due to that uniqueness, it has been our goal to provide tailored support from the smallest school of 34 students to the second largest school in the Pacific Area, numbering 1462 students.

Our dedication to offering equitable education to all is reflected by being world leaders in inclusive education and by our students' achievements. Our students' math scores are highest in DoDEA and we are proud of the fact that 80% of our seniors are going onto higher education with the distinct achievement of receiving over $2,000,000 in scholarships.

Fundamental to our district is capacity building between ourselves, our schools, and parents, through professional leadership and commitment to collegiality and collaboration. Our motto is "SERVICE from the SEA to the DMZ" - Support, Equity, Respect, Vision, Integrity, Collegiality, Excellence.

DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

As schools developed and improved reading and language arts programs using school improvement as the vehicle, our assistance was tailored to focus on integrating language arts in content areas, and specifically to use writing as a vehicle both to enhance comprehension and develop writing proficiency. SS standards were reviewed and lessons created using newly adopted materials.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The major focus of the district this year through staff study groups, has been to increase its knowledge base on racial/ethnic/gender equity issues and to promote effective strategies that emphasize equity. Plans have been made to train personnel in TESA (Teacher Expectations and Student Achievement) for SY 96/97.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Our district has implemented plans to directly involve parents as true partners in their children's education by encouraging them to give input to programs affecting their children and by participating in decision-making. We focused on improving communication with parents through use of the media and making direct contact through placing personal calls to parents.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The district met with student leadership in all our schools informing them of DoDEA's Strategic plan. Parent/commanders' newsletters have been sent periodically and principals and union representatives have been invited to monthly DSO staff meetings to provide their perspectives on relative issues. Plans are in progress to establish e-mail linked with community leaders.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**78%**	**16%**	**4%**
Math	**73%**	**18%**	**6%**
Science	**68%**	**21%**	**5%**
Social Studies	**68%**	**20%**	**4%**
School Communications	**74%**	**19%**	**6%**

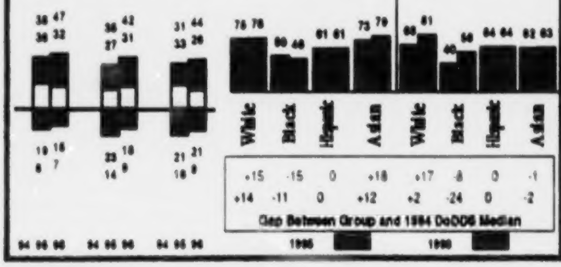
Benchmark 10.8: Establish Technology for teachers and administrators
Creating an awareness of the importance of integrating technology into instruction has become a focal point for our district. We are developing a computer training plan to assist teachers to upgrade their present computer skills and extensive efforts have been made to upgrade computer labs.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	74.3	69.4	71.3	70.7	70.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	318	319	319	318	318

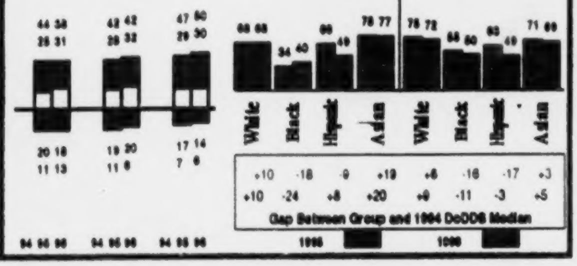
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	67.2	70.7	75.7	65.2	69.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	319	320	320	321	321

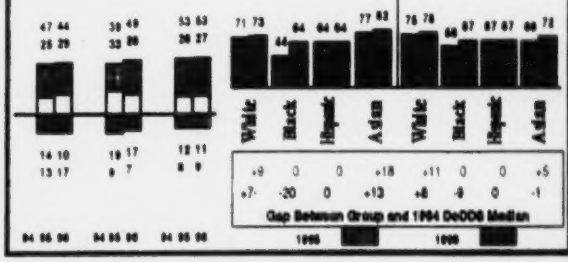
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	70	74.4	77.9	73.1	72.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	174	170	169	172	170

Percent of Students in Each Quarter



SAT Results

		District	[illegible]	[illegible]
% Participating	1994	64%	66%	42%
	1995	77%	64%	41%
Math Avg Score	1994	494	472	479
	1995	505	480	482
Verbal Avg Score	1994	436	430	423
	1995	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoD Dependents Schools - Pacific
Attn: Douglas Kelsey
Unit 15549
APO AP 96205-0005

DSN Phone:
738-5922

Commercial Phone:
82-2791-8-5922

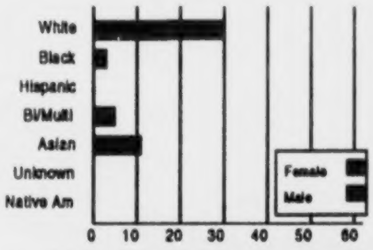
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	308	749.5	18.8%	58.8%	13.0%	8.8%	0.6%
5	96	332	776.1	50.6%	42.8%	5.7%	0.3%	0.6%
8	94							
8	95	251	792.4	44.2%	21.9%	25.9%	6.8%	1.2%
8	96	279	782.6	20.4%	50.2%	24.4%	4.3%	0.7%
10	94							
10	95	183	816.5	33.3%	45.4%	16.4%	3.8%	1.1%
10	96	209	793.9	30.1%	40.7%	21.1%	7.2%	1.0%

Department of Defense Education Activity
C. Turner Joy Elementary School (PK-6)
1995/96 School Profile
Randy Ekanger, Principal

School Characteristics

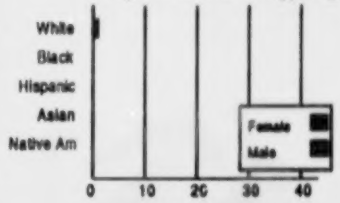
Student Enrollment - 49



Grade	
PreK	1
K	13
1	14
2	6
3	4
4	0
5	6
6	5
Total	49

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	45%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	41%
Non-US Civilians	14%

Professional Staffing



School Staff	
[illegible]	[illegible]
Administrators	1
Classroom Teachers	3.5
Special Education	
Other Professionals	1

Special Programs			
[illegible]			
PK-12	Special Education	1	2%
K-8	TAG	N/A	N/A
K-12	ESL	9	19%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
[illegible]	[illegible]
New	1
1-3	0
4-6	1
7-10	0
> 10	1

Mobility Rate
35% Per Year

Teacher Education	
Degree	[illegible]
BA/BS	33%
MA/MS	67%
Doctorate	0%

Principal's Highlights

Math was the SIP focus, and teachers were challenged by Mathland, the new curriculum. The teaching staff put forth an outstanding effort to learn, teach, and promote the new concepts. Students integrated math through journals and varied activities as they described impressions and processes in new ways.

The Technology Lab, installed during the 1995-1996 school year, steadily improved. A number of CD ROMs were purchased, and our computer coordinator made the lab student friendly. Additional curricular programs were installed to complement classrom instruction.

The C. Turner Joy Elementary School staff used cc:Mail to routinely communicate schoolwide, districtwide, and worldwide. At the end of 1996 Joy Elementary School had 100% staff participation on cc:Mail. Parental involvement totaled 95%, as recorded in our sign-in book.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Teachers and principal chose to integrate Daily Oral Language into the Reading/Language Arts Curriculum. They ordered materials, were trained by the Language Arts Coordinator, gave a Pre Test to the students, and Daily Oral Language was incorporated into the daily class schedule. Assessment will be attained with a post test and CTBS scores.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The school strategy is to improve students' mathematical achievement by integrating math into other subject areas. Teachers are documenting how often math is included in other subject areas by having students stamp a designated poster in the classroom each time a mathematical concept is mentioned. TESA training is also identified in the Action Plan.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

C. Turner Joy Elementary School is conducting activities conducive to inclusion of parents and their children's academic, emotional, and social development. School/Home Partnership Coordinators are trained and train community members. An incentive program was formed to encourage more parental involvement, and an Adopt-A-School Program is being organized.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

In order to effectively communicate all information among the DoDEA constituencies, the School Improvement Team eliminated from the list what they were already using. They identified available technology within the school not being utilized, decided to get it operational, and then chose to receive in depth training. These steps provide a variety of communication options.

Report Card from DoDDS Parents

Overall Quality	A/B	C	D/F
Language Arts	65%	32%	0%
Math	76%	18%	0%
Science	67%	6%	3%
Social Studies	72%	3%	3%
School Communications	82%	18%	0%

Benchmark 10.8: Establish Technology for teachers and administrators

An inventory of available computer software was conducted. A computer lab was created utilizing newly acquired computers. Technology awareness was expanded through inservice training. Computer club was established, and every teacher utilized the computer lab. All staff members utilized electronic mail.

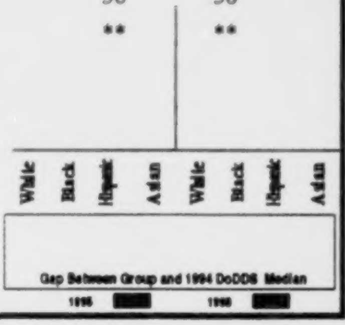
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	74.3	69.4	71.3	70.7	70.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

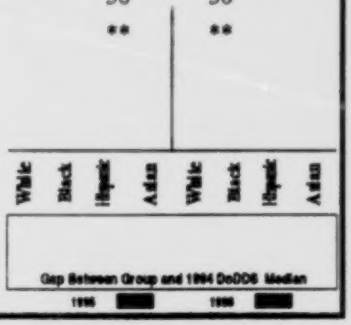


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	67.2	70.7	75.7	65.2	69.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

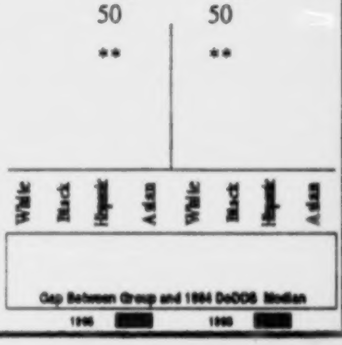


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	70	74.4	77.9	73.1	72.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	64%	66%	42%
	1995	N/A	77%	64%	41%
Math Avg Score	1994	N/A	494	472	479
	1995	N/A	505	480	482
Verbal Avg Score	1994	N/A	436	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

C. Turner Joy ES
COMFLEACT CHINHAE
PSC 479
FPO AP 96269-0005

DSN Phone:
762-5466/77

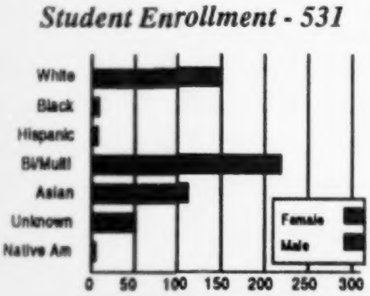
Commercial Phone:
533-40-5466/5477

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

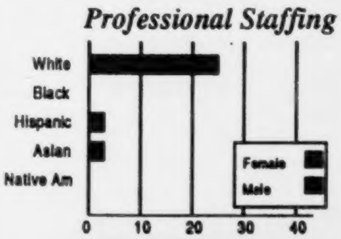
Department of Defense Education Activity
Osan Elementary School (PK-6)
1995/96 School Profile
Ronald Warner, Principal

School Characteristics


Student Enrollment - 531

Grade	
PreK	4
K	97
1	83
2	96
3	67
4	66
5	63
6	55
Total	531

Sponsor's Affiliation	
Marine	<.5%
Army	21%
Navy	<.5%
Air Force	57%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%


Professional Staffing

Special Programs			
PK-12	Special Education	21	4%
K-8	TAG	108	20%
K-12	ESL	61	12%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
34% Per Year

Teacher Experience	
New	0
1-3	1
4-6	5
7-10	3
> 10	27

School Staff	FTE
Administrators	2
Classroom Teachers	26
Special Education	3
Other Professionals	8

Teacher Education	
BA/BS	33%
MA/MS	61%
Doctorate	6%

Principal's Highlights

Osan American Elementary School is located on Osan Air Base, Republic of South Korea. The two buildings have a total of 35 classrooms, computers (new Macintoshes SY 96-97), gym, cafeteria and EMC along with smaller rooms for specialists.

OAES has a diverse population of students including preschool handicapped, Sure Start, English as a second language, compensatory math program, reading improvement specialist and an enrichment program as well as the general education programs for students through sixth grade. Our student body also has a majority of "minority" students - the largest group being of Asian heritage.

Our staff strives to meet our motto which is "Where Every Child is Treated as an Individual." Our school has a rather high achievement level and very supportive parents and military community.

This has been a learning year for us as we have tried to implement the goals of the Strategic Plan. We have had more group discussion of important educational ideas and there will be even more next year as we continue to refine our skills in these areas.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

To increase students' understanding of interrelationships among curricular areas, the Osan staff developed an integrated Asian/Pacific thematic unit. In an attempt to further promote student interactions, the staff plans to build on that initiative to include cooperative learning. Training will be needed in cooperative learning techniques for SY 96-97.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

The staff received training in the use of journal writing to support Mathland implementation. Grade level meetings continued the discussion of examples of student journal writing. Additional components of Mathland will be utilized to enhance student learning. Staff members/DSO consultants with Mathland and Cooperative Learning training will provide in-service to the staff.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Approximately 50% of Osan ES's parents attended math hands-on classroom activities during Mathland Week. Parental comments showed that the activity was a resounding success. Additional activities are being planned to increase parental knowledge of Mathland components. At the present time one-hundred twenty three parents provide volunteer services to the school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The administrative staff has published bi-monthly newsletters to inform parents and the community about school topics and activities. parents have been encouraged to give in-put concerning issues of concern. The school has developed parental curriculum information packets. Plans are being made for high interest evening meetings sponsored by the PTO/school staff.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**81%**	**14%**	**2%**
Math	**80%**	**12%**	**6%**
Science	**68%**	**20%**	**4%**
Social Studies	**67%**	**21%**	**2%**
School Communications	**77%**	**16%**	**7%**

Benchmark 10.8: Establish Technology for teachers and administrators

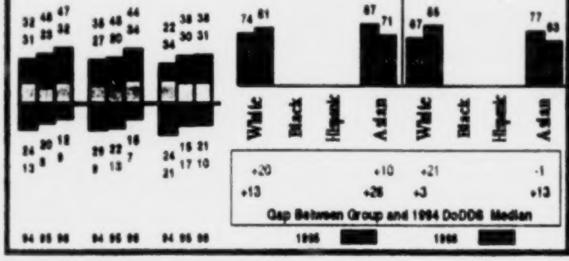
Formal staff training was conducted one day a month on powerpcs in cc:mail, word processing, multimedia, Network, CD-ROM. Students were taught the use of the computer for keyboarding and multimedia curricular activities. Plans have been made for the PowerMac lab to be fully functioning for SY 96-97 with an upgraded power supply. Additional training has been planned.

CTBS Test Results

Grade 3

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for:School	73.8	69	67.5	63	66
District	74.3	69.4	71.3	70.7	70.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	68	68	68	67	67

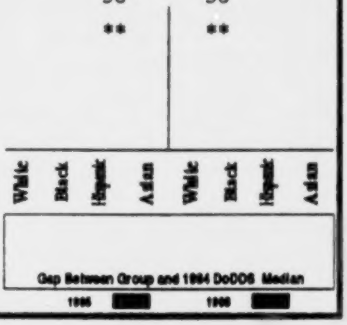
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	67.2	70.7	75.7	65.2	69.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

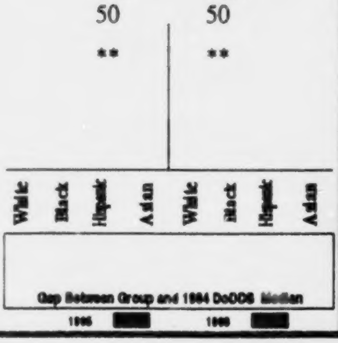


Grade 11

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	70	74.4	77.9	73.1	72.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	64%	66%	42%
	1995	N/A	77%	64%	41%
Math Avg Score	1994	N/A	494	472	479
	1995	N/A	505	480	482
Verbal Avg Score	1994	N/A	436	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Osan American ES
UNIT 2037
APO AP 96278-0005

DSN Phone:
661-6912

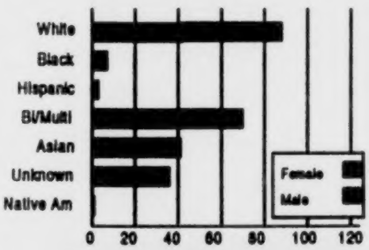
Commercial Phone:
33-661-784-4818

DEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	60	758.2	25%	38%	33%	3%	0%
5	95	61	758.3	20%	62%	12%	7%	0%
5	96	61	738.4	39%	51%	7%	0%	0%

Department of Defense Education Activity
Osan High School (7-12)
1995/96 School Profile
James Szoka, Principal

School Characteristics

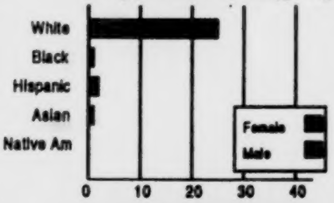
Student Enrollment - 246



Grade	
7	53
8	60
9	49
10	37
11	28
12	19
Total	246

Sponsor's Affiliation	
Marine	<.5%
Army	15%
Navy	<.5%
Air Force	49%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	36%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	22.5
Special Education	2
Other Professionals	1.5

Special Programs

PK-12	Special Education	11	4%
K-8	TAG	N/A	N/A
K-12	ESL	9	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		3	
Students Taking AP Courses		16	34%

Mobility Rate
18% Per Year

Teacher Experience

Years	
New	3
1-3	0
4-6	3
7-10	4
> 10	17

Teacher Education

Degree	[illegible]
BA/BS	29%
MA/MS	67%
Doctorate	4%

Principal's Highlights

Osan American High School is the newest addition to the DODEA school system. Built by the South Korean government at a cost of some $12 million dollars, it is the technology school of the future. Available to all students are the benefits of technology: CD-ROM's, a fully integrated e-mail system, and direct access to the Internet.

With all this technology available, however, the basics have not been forgotten. Students have the opportunity to build a solid foundation in core courses with opportunities to diversify in the variety of elective courses offered. Advanced placement courses are available in the core subjects and a strong emphasis is placed on art and music.

An integral part of our inaugural year consisted of identifying a vision and core values held by all stakeholders. Committees of parents and staff diligently worked to make the vision statement a reality.

Consistent with the school vision of "Challenging all students to Grow," students play an active part in the operation of the school. Student organizations have been active partners in school decision making, participating in the development of the Schoolwide Discipline Plan, Core Values, and Code of Ethics for Computer Use.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Strategies have included cooperative ventures between the Language Arts and Mathematics departments to reinforce concepts provided in each area. Department chairs observed teaching styles and found a wide variety of teaching styles demonstrated with only 15% of classtime taken with direct instruction/lecture.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

A committee of students, parents, and faculty was created to investigate ways to improve math and science understanding. The committee presented a block scheduling proposal that provided a period of time during the school day for individual student assistance and in-service.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Strategies included extensive parent participation in the startup of the school year: the preparation of handbooks and school assistance organizations; more than 1500 volunteer parent hours documented in the setup of the school and planning /participation in recognition assemblies. This participation continued with mentoring/tutoring programs operated by parents during SY 95-96.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school has piloted quarterly parent conferences to make parents aware of student progress with over 50% of parents attending each quarter. The program will be modified next school year by parent request to include at least one progress report conference. Reactions of parents were sampled by survey and through committees to determine their input on core values.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts			
Math			
Science			
Social Studies			
School Communications			

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers and administration have implemented electronic technology by the transfer of announcements and daily bulletin to an E-mail format. Training on record keeping, data transfer, and the uses of technology in the classroom was conducted at three teacher inservices during SY 95-96.

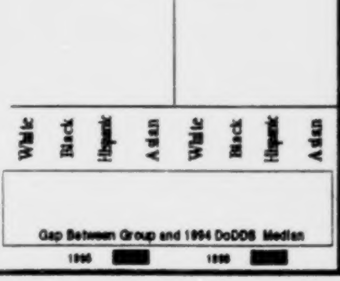
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	74.3	69.4	71.3	70.7	70.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

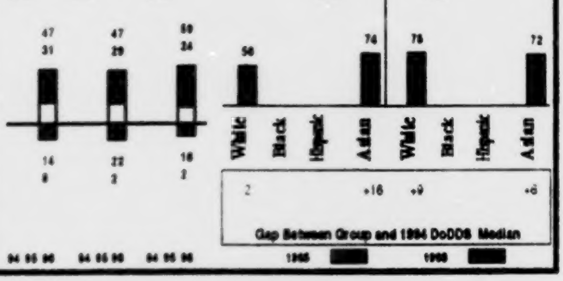
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	72.8	73	82.2	61.7	73
District	67.2	70.7	75.7	65.2	69.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	51	51	51	51	51

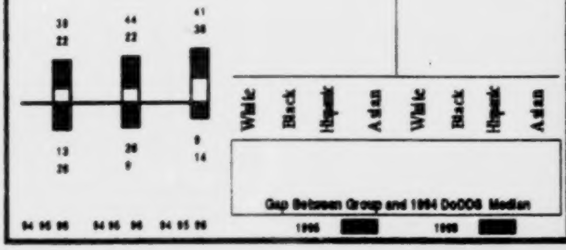
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	65	68	67	60	63
District	70	74.4	77.9	73.1	72.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	23	23	22	23	23

Percent of Students in Each Quarter



SAT Results

		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	64%	66%	42%
	1995	N/A	77%	64%	41%
Math Avg Score	1994	N/A	494	472	479
	1995	N/A	505	480	482
Verbal Avg Score	1994	N/A	436	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Osan American HS
UNIT 2037
APO AP 96278-0005

DSN Phone:
784-9076/9098

Commercial Phone:
33-661-784-9076

DoDEA Writing Assessment

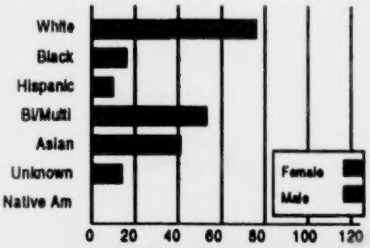
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	36	766.9	25%	36%	14%	25%	0%
8	95	39	767.7	36%	15%	39%	8%	3%
8	96	55	769.7	15%	44%	33%	9%	0%
10	94							
10	95							
10	96	37	809.5	41%	27%	27%	5%	0%

Department of Defense Education Activity
Pusan Elementary/High School (PK-12)
1995/96 School Profile

Suzanne E. O'Shea, Principal

School Characteristics

Student Enrollment - 209

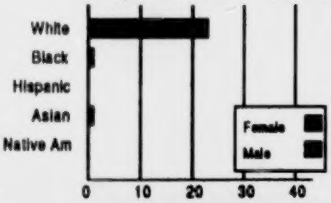


Grade	
PreK	10
K	15
1	20
2	24
3	11
4	13
5	16
6	15
7	20
8	19
9	15
10	13
11	9
12	9
Total	209

Mobility Rate
31% Per Year

Sponsor's Affiliation	
Marine	1%
Army	24%
Navy	5%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	53%
Non-US Civilians	11%

Professional Staffing



Special Programs

Grade Offered	[illegible]		
PK-12	Special Education	8	4%
K-8	TAG	28	18%
K-12	ESL	19	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		1	
Students Taking AP Courses		5	27%

Teacher Experience

Years	Teacher
New	
1-3	
4-6	
7-10	
> 10	

School Staff

Category	FTE
Administrators	1
Classroom Teachers	23
Special Education	2
Other Professionals	3.5

Teacher Education

Degree	Teachers
BA/BS	20%
MA/MS	72%
Doctorate	8%

Principal's Highlights

Pusan American School's (PAS) mission is to create a challenging diverse educational program in which all students become independent learners and transfer this learning to real life situations. This learning should enable students to develop the skills necessary to continue their education beyond high school and become successful contributing members of society.

PAS is located at the U.S. Army's Camp Hialeah in Korea's southern city of Pusan. It is a unit school of 225 students in grades Pre-K to 12. The student body is multi-national, composed of DoD military and civilian dependents along with an international group of students. Students are originally from the United States, Canada, United Kingdom, Sweden, Scotland, Denmark, Taiwan, Russia, Philippines, Finland, Malaysia, Japan, and Korea. The diverse cultural backgrounds provide an enriching environment for all students.

PAS is proud of the quality of instruction, use of technology in the classrooms, collaboration between teachers and community, and the establishment of school-home partnership programs. Pusan American School provides a comprehensive and challenging academic program. There is a variety of extra-curricular programs for students in grades 1-12.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Active and cooperative learning strategies are employed to increase student achievement in this area. Continued emphasis on the use of technology in the form of word processing programs to enhance the quality of writing, home reading programs, and appropriate curricular offering support student learning in this area.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

To ensure equity in the opportunity for active student participation, and preclude the development achievement gaps in this area, PAS has implemented a randomized calling strategy which distributes active engagement time without the possibility of bias. This supplements other active learning and cooperative learning strategies.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The established and expanding school-home partnerships constitute the core of this area. Established programs in tutoring, parent volunteers helping in the classroom, serving as a resource or co-teaching, involvement in the home reading program, and supporting through attendance at special events has increased in parent involvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

PAS is designing surveys to give to parents to learn the most effective or least effective types of communication used. Parent newsletter and other written information is written in both English and Korean. Faculty member serves as a liaison to the installation community board to provide information about special events in the school and bring back concerns of the community.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	85%	13%	3%
Math	70%	17%	10%
Science	77%	14%	3%
Social Studies	70%	18%	5%
School Communications	68%	18%	11%

Benchmark 10.8: Establish Technology for teachers and administrators

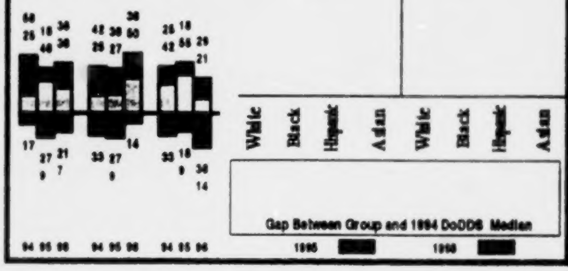
Technology Centers have been established for K-12 students. The business lab and computer science lab are now connected to the network server. A Lotus Notes host computer has been added to expand distance education. Each elementary classroom averages a minimum of 4 Apple GSII or MAC computers.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	65.5	68.5	54	61.3	53.5
District	74.3	69.4	71.3	70.7	70.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	14	14	14	14	14

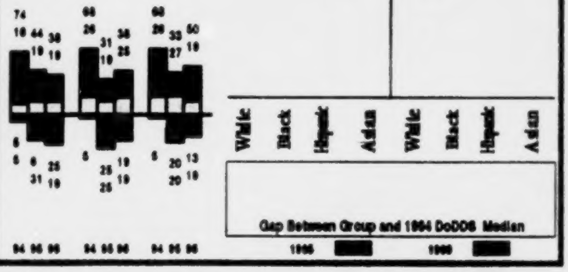
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	62.5	71.5	72.5	39.5	71
District	67.2	70.7	75.7	65.2	69.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	16	16	16	16	16

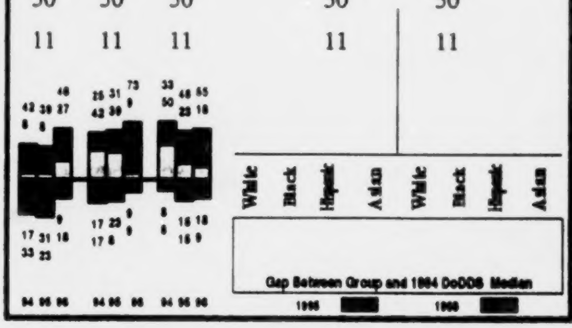
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for:School	69	83	73	75	77
District	70	74.4	77.9	73.1	72.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	11	11	11	11	11

Percent of Students in Each Quarter



SAT Results		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	57%	64%	66%	42%
	1995	88%	77%	64%	41%
Math Avg Score	1994	511	494	472	479
	1995	416	505	480	482
Verbal Avg Score	1994	460	436	430	423
	1995	350	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Pusan American School

UNIT 15625

APO AP 96259-0005

DSN Phone:
763-1528

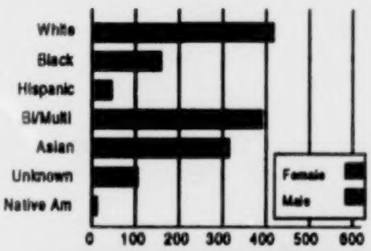
Commercial Phone:
51-803-7528/7521/3879

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	14	690.8	0%	29%	57%	14%	0%
5	95	11	736.5	9%	64%	27%	0%	0%
5	96	17	801.5	65%	35%	0%	0%	0%
8	94	17	686.4	24%	41%	6%	18%	6%
8	95	13	827.5	54%	31%	8%	8%	0%
8	96	17	765.1	24%	24%	35%	18%	0%
10	94	25	765.4	28%	12%	32%	28%	0%
10	95	10	669.9	30%	40%	10%	0%	0%
10	96	12	842.5	58%	25%	17%	0%	0%

Department of Defense Education Activity
Seoul Elementary School (PK-6)
1995/96 School Profile
John Blom, Principal

School Characteristics

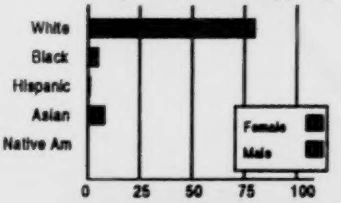
Student Enrollment - 1,436



Grade	
PreK	11
K	200
1	197
2	216
3	200
4	216
5	207
6	189
Total	1436

Sponsor's Affiliation	
Marine	1%
Army	59%
Navy	4%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	27%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	[illegible]	[illegible]	[illegible]
PK-12	Special Education	68	5%
K-8	TAG	151	11%
K-12	ESL	147	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
26% Per Year

Teacher Experience	
Years	Teachers
New	1
1-3	7
4-6	7
7-10	11
> 10	65

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	63
Special Education	8.5
Other Professionals	19

Teacher Education	
Degree	Teachers
BA/BS	36%
MA/MS	63%
Doctorate	1%

Principal's Highlights

The Seoul American Elementary School's School Improvement Committee has developed a plan to improve student learning. Adaptations have been made and strategies have been thoughtfully developed for each benchmark. The process has been positive and exemplifies a school-home partnership activity.

The Language Arts Committee collected baseline data in language and has begun to implement Daily Oral Language. Quarterly assessments are made to indicate progress. Future plans call for a rubric to assess written expression.

The Equity Committee reviewed literature on the ethnic/gender gap and recommended that Teacher Expectations for Student Achievement be implemented within the school. Six teachers were trained, with plans to offer university level courses for staff members in school year 1997-98.

The Public Relations Committee has fostered a number of activities and strategies to increase the levels of involvement of parents in the school, to include translated newsletters, a Volunteer Handbook, a MathBag Committee and monthly postcards by classroom teachers to parents.

The Technology Committee has addressed issues such as staff, hardware and software concerns and is now ready to develop an assessment tool to measure student competencies in computer technology.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

A survey and needs assessment were developed to address the area of language arts. Daily Oral Language activities have been selected to be used at all grade levels for SY 96-97. Students will be pre-tested and monitored quarterly. A professional resource library of contemporary articles on language and communication is being ordered for the staff.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

A study group previewed available research on causes of racial/gender achievement gaps for four months and made recommendations to the SIT. Teacher Expectations for Student Acheivement will be implemented for selected staff in SY 96-97. A Homework Club for children at risk was instituted and will be expanded for SY 96/97.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The school began a Korean translated version of the weekly family newsletter. In addition, a tear off response portion of all home-school communications was developed. A volunteer packet will be developed. A parent "Math Bag" committee has been established and a parent workshop for math was held.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school public relations committee was formed and has discussed various ways to increase and document parental involvement in the school. A series of curricular meetings for parents will be held this year (reading, math and fine arts) and will be continued for next year. The administrators hold monthly conferences for parents to discuss curriculum and any other concerns.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	83%	13%	1%
Math	77%	16%	2%
Science	66%	20%	3%
Social Studies	68%	18%	3%
School Communications	83%	15%	1%

Benchmark 10.8: Establish Technology for teachers and administrators

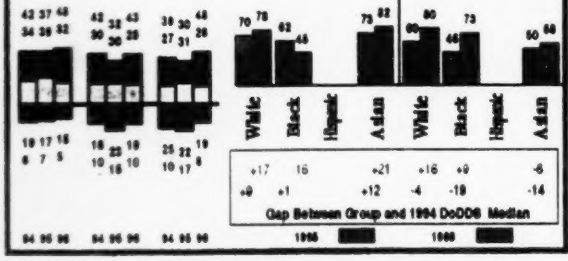
A technology committee was established. Two computer labs have been established with plans for a third. All staff members are now on cc:Mail. The committee has plans to implement aspects of the DoDEA Draft Guide. A plan of training is also being developed.

CTBS Test Results

Grade 3

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for:School	75	70.5	73.8	76.1	72.6
District	74.3	69.4	71.3	70.7	70.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	184	184	184	184	184

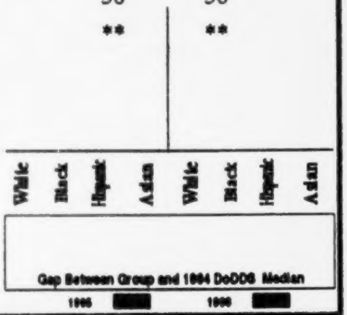
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	67.2	70.7	75.7	65.2	69.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

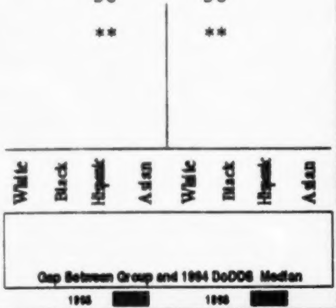


Grade 11

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	70	74.4	77.9	73.1	72.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	64%	66%	42%
	1995	N/A	77%	64%	41%
Math Avg Score	1994	N/A	494	472	479
	1995	N/A	505	480	482
Verbal Avg Score	1994	N/A	436	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Seoul American ES
UNIT 15549
APO AP 96205-0005

DSN Phone:
736-4613

Commercial Phone:
2-7916-4613/4378/5978

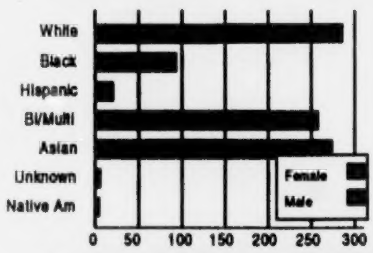
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	199	748.4	22%	49%	24%	4%	2%
5	95	193	752.1	20%	57%	13%	10%	1%
5	96	201	788.3	56%	39%	5%	1%	0%

Department of Defense Education Activity
Seoul High School (7-12)
1995/96 School Profile
Benjamin Briggs, Principal

School Characteristics

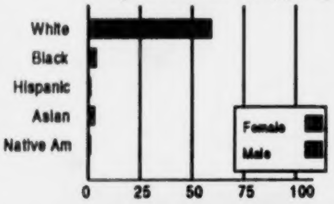
Student Enrollment - 943



Grade	[illegible]
7	204
8	186
9	173
10	155
11	119
12	106
Total	943

Sponsor's Affiliation	
Marine	1%
Army	48%
Navy	2%
Air Force	5%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	43%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	31	3%
K-8	TAG	29	7%
K-12	ESL	22	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	43	
AP Courses Offered		8	
Students Taking AP Courses		150	66%

Mobility Rate
20% Per Year

Teacher Experience	
Years	Teacher
New	18
1-3	5
4-6	5
7-10	10
> 10	31

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	60.5
Special Education	4.5
Other Professionals	6.5

Teacher Education	
Degree	Teacher
BA/BS	40%
MA/MS	55%
Doctorate	4%

Principal's Highlights

Seoul American High School (SAHS) is a highly academic school serving a goal oriented community. Over 80% of our seniors go on to college or university. Last year, a senior class of 108 received 29 ROTC scholarships. SAHS's Fine Arts Department is a front-runner in Music, both vocal and instrumental, Drama, and Art. The concert band is always in demand and has played for many community events. In the past, the band has performed for Ms. Perry, Ms. White, and other distinguished guests. In the area of standardized test scores, SAHS is consistently above National and DoDDS averages. The students at SAHS are goal oriented and consider education to be very important.

This year's SIP reflects a needed refinement and focus lacking in the past. By simplifying the wording, the SIP is more understandable and fits the needs of the school as a whole. More people are involved this year with SIP, and the School Advisory Committee (SAC) has decided to become directly involved with the SIP. All members of the SAC have identified a Benchmark or the School Home Partnership as an individual priority this year. Parent involvement is increasing, and the process seems to be comfortable for the whole community.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The plan for this benchmark is co-operative learning and getting students actively involved with their learning. Training will be done by teachers on the staff and consultants. SAHS will start TESA training next year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

The plan for this benchmark is active participation on the part of students and TESA training. Teachers will better serve all students after receiving training in these areas.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Focus is on:

A. Interactive student organizers.
B. Training parents and teachers in the "Note Program" process.
C. Establishment of a "Parent Speaker" data bank.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Focus is on:

A. Interactive Newsletter
B. SAHS show on local TV

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**74%**	**21%**	**6%**
Math	**69%**	**20%**	**10%**
Science	**71%**	**23%**	**6%**
Social Studies	**71%**	**24%**	**4%**
School Communications	**61%**	**30%**	**9%**

Benchmark 10.8: Establish Technology for teachers and administrators

Need increases in manpower, hardware, software, facilities, and training before a real program can be established.

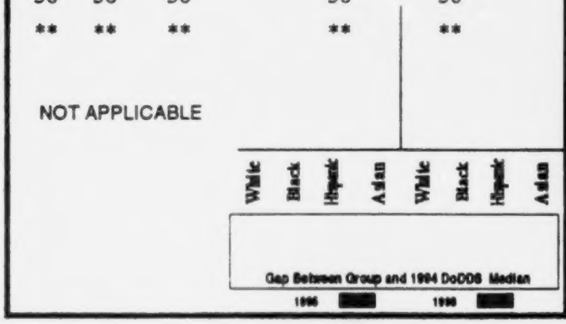
The DSO and SAHS departments put together manpower & equipment for the Information Center (IC) upgrade, and the IC has been upgraded.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	74.3	69.4	71.3	70.7	70.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

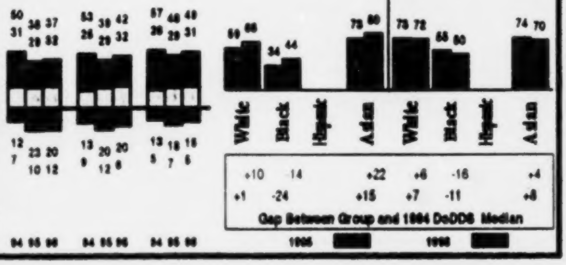
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	65.3	71.2	75.1	66.6	68.2
District	67.2	70.7	75.7	65.2	69.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	200	201	202	202	202

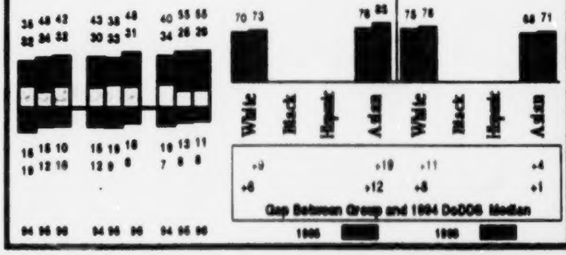
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	69.3	74	78.2	74.4	73.7
District	70	74.4	77.9	73.1	72.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	111	109	109	110	109

Percent of Students in Each Quarter



SAT Results					
		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	62%	64%	66%	42%
	1995	83%	77%	64%	41%
Math Avg Score	1994	506	494	472	479
	1995	515	505	480	482
Verbal Avg Score	1994	441	436	430	423
	1995	436	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Seoul American HS
UNIT 15549
APO AP 96205-0005

DSN Phone:
738-4547

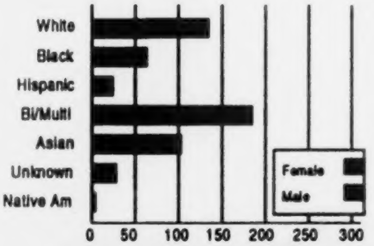
Commercial Phone:
2-7918-4547/5994/4095

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
8	94	159	792.9	39%	38%	10%	11%	1%
8	95	158	810.4	52%	22%	22%	3%	1%
8	96	166	784.4	22%	51%	23%	2%	1%
10	94	153	802.6	39%	29%	21%	11%	1%
10	95	141	822.6	33%	44%	18%	5%	0%
10	96	137	791.3	26%	45%	20%	8%	1%

Department of Defense Education Activity
Taegu Elementary/High School (K-12)
1995/96 School Profile
Erik Swanson, Principal

School Characteristics

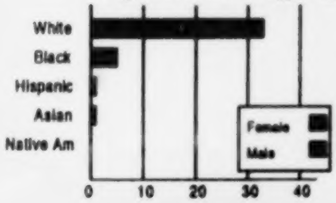
Student Enrollment - 529



Grade	
K	50
1	49
2	44
3	47
4	39
5	48
6	44
7	50
8	39
9	41
10	26
11	30
12	22
Total	529

Sponsor's Affiliation	
Marine	<.5%
Army	54%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	42%
Non-US Civilians	2%

Professional Staffing



Special Programs			
Grade's Offered	[illegible]		
PK-12	**Special Education**	21	4%
K-8	TAG	53	13%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	12	
AP Courses Offered		4	
Students Taking AP Courses		49	94%

Mobility Rate
37% Per Year

Teacher Experience	
Years	Teacher
New	3
1-3	5
4-6	4
7-10	12
> 10	24

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	37.5
Special Education	3
Other Professionals	6.5

Teacher Education	
Degree	Teacher
BA/BS	**39%**
MA/MS	**59%**
Doctorate	**2%**

Principal's Highlights

Taegu American school enrolls students from Sure Start through grade 12. Over the past 2 years we have made many changes to meet the needs of our students. The introduction of our middle grades program with its cadre of teachers dedicated to transescent students provides an excellent opportunity for all students to achieve and be successful. The introduction of Resource Based Learning serves as the foundation for technology to support learning. By strategically placing the multicurricular computer lab in the library, access to technology is available for all students. As a result, the library /media / /technology center is the hub of learning in our school. Global education, international understanding and respect are fostered through a very successful Korean/American teacher exchange program. Eighty Korean teachers each spent 2 weeks learning about American culture, teaching methods and experienced English language immersion. Our American teachers have the opportunity to visit and present a lesson at the Korean schools. An active Artist in Residence Program allows students to explore the music, drama, poetry, martial arts and fine arts of our host country. Parental involvement was a key program throughout the year. Military leaders, parents, teachers and students worked in concert to plan all programs and policies that touch our students.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Four in-services were provided to staff of Writing Across the Curriculum (WAC). The staff made a commitment to provide writing opportunities in all subject areas. Math, Science, and Social Studies teachers have developed lesson plans to incorporate WAC in their disciplines.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

By integrating writing Across the Curriculum and the Up with Reading Program, emphasis has been given to Science and Math. Students have a increased awareness of basic understanding of these disciplines. Communication and comprehension skills in math and science will be addressed in the next phase of the SIP.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Community and parental involvement is evident in all of our SIP, core values , student outcomes, and curricular development. Parents and community leaders were represented on all committees. Parental involvement, especially with parents from diverse, multi-cultural backgrounds has dramatically increased.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school has published monthly News Notes in the Installation's C.A.R.E. Magazine to inform parents and the community about important school activities and how they might become involved. Monthly Coffees have been established in English and Korean to enhance communication with our parents.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	70%	21%	8%
Math	62%	27%	9%
Science	62%	23%	7%
Social Studies	64%	23%	5%
School Communications	67%	20%	12%

Benchmark 10.8: Establish Technology for teachers and administrators

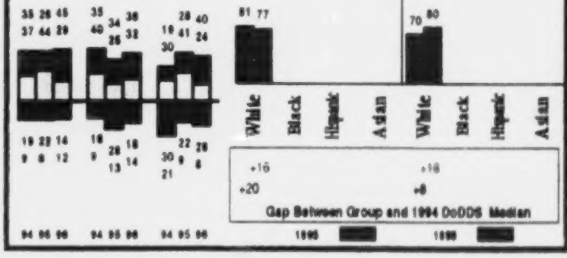
Resource Based learning has introduced and supported at all levels. This integrates technology into the language arts, mathematics, and science curriculum areas. Training has been planned for all teachers and administrators for the technology integration.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71	65.5	59	59.8	69
District	74.3	69.4	71.3	70.7	70.4
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	49	50	50	50	50

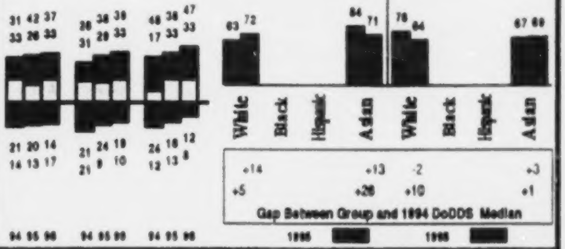
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68	68.7	75	63.5	71
District	67.2	70.7	75.7	65.2	69.5
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	52	52	51	52	52

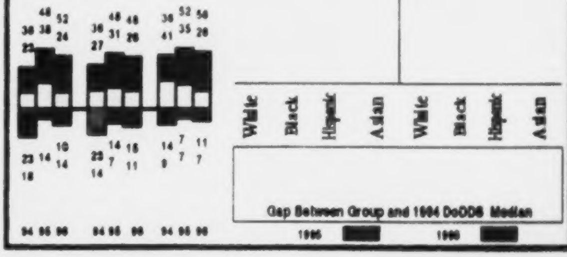
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	76	71	79.3	73.3	77
District	70	74.4	77.9	73.1	72.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	29	27	27	28	27

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	78%	64%	66%	42%
	1995	40%	77%	64%	41%
Math Avg Score	1994	416	494	472	479
	1995	481	505	480	482
Verbal Avg Score	1994	397	436	430	423
	1995	489	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Taegu American School
UNIT 15623
APO AP 96218-0005

DSN Phone:
768-7551

Commercial Phone:
53-470-7551/7552/7768

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	63	693.2	6%	35%	38%	19%	2%
5	95	43	728.9	14%	63%	12%	9%	0%
5	96	49	760	33%	55%	12%	0%	0%
8	94	38	781	24%	45%	18%	13%	0%
8	95	41	735.1	20%	24%	34%	20%	2%
8	96	40	798.1	18%	68%	15%	0%	0%
10	94	41	788.6	34%	37%	17%	10%	0%
10	95	32	835.7	34%	53%	13%	0%	0%
10	96	23	750.8	22%	48%	17%	9%	0%

SECTION N

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

OKINAWA DISTRICT
1995-1996

DEPARTMENT OF DEFENSE
UNITED STATES OF AMERICA

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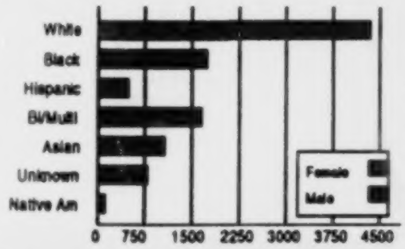
Department of Defense Education Activity
Okinawa 1995/96 District Profile
Steve Bloom, Superintendent

District Characteristics

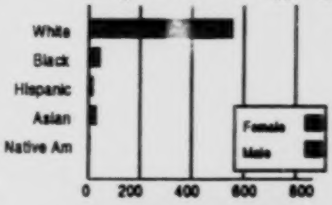
Student Enrollment - 10,140



Grade	
PreK	67
K	1132
1	1087
2	1082
3	1049
4	928
5	830
6	803
7	783
8	680
9	587
10	465
11	378
12	269
Total	10140

Sponsor Affiliation	
Marine	38%
Army	5%
Navy	7%
Air Force	41%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

PK-12	Special Education	799	7%
K-8	TAG	800	9%
K-12	ESL	368	3%
1	Reading Recovery	194	17%
7-12	AVID	126	
Students Taking AP Courses		287	44%

Mobility Rate
28% Per Year

Teacher Experience

Years	[illegible]
New	27
1-3	42
4-6	60
7-10	79
> 10	465

School Staff

Category	[illegible]
Administrators	31
Classroom Teachers	498
Special Education	57
Other Professionals	123

Teacher Education

Degree	Teachers
BA/BS	32%
MA/MS	66%
Doctorate	2%

Superintendent's Highlights

The District of Okinawa is a large but geographically concentrated school district composed of 8 elementary, 2 middle and 2 high schools.

Our greatest accomplishment this year has been the implementation of a school-driven model of staff development that relates directly to school improvement goals. This approach concentrates on changing the culture of the school to support long term improvement. The district and schools work together to identify sources of expertise and deep content knowledge in the improvement areas that are also compatible with each school's unique strengths and needs. The district staff has worked to identify innovative approaches to delivery of training that has less impact on fiscal resources while building capacity within the school to support and sustain change and improvement efforts.

The district continues its efforts to establish a District Office of Curriculum and Instruction with a staff that can blend curriculum expertise, knowledge of change processes, staff development and school improvement. The primary purpose of this office is to ensure successful delivery of the curriculum to all students, to establish a climate of continuous growth and improvement and to provide information, guidance and high quality staff development to all schools in our district.

DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

DSO-Okinawa has instituted a systematic staff development program to address School Improvement benchmarks. In Reading/LA we have facilitated staff development offerings in CIRC, process writing and social studies' standards. Preliminary plans for next year include curriculum integration and content area reading strategies.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

DSO-Okinawa has instituted a systematic staff development program to address School Improvement benchmarks. The district established leadership teams at every grade level and published guidance to support Mathland implementation. The district and 7 schools established Cultural Diversity Support Teams to support staff development in Culturally Responsive Teaching methods.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The district has established a District Cultural Diversity Leadership Team with involvement of different stakeholder groups. Dr. Clarence Johnson provided staff development in School/Home Partnerships (SHP) to district staff. The district also established a SHP Liaison to coordinate all SHP activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

All district staff received training in effective meeting strategies, facilitation, consultation, and consensus building. In addition staff received training in the integration of school improvement, curriculum, and staff development. The district reorganized its infrastructure and will co-locate district personnel to facilitate communication, co-planning and integration of initiatives.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	84%	12%	2%
Math	82%	12%	3%
Science	75%	16%	3%
Social Studies	74%	15%	3%
School Communications	88%	10%	2%

Benchmark 10.8: Establish Technology for teachers and administrators

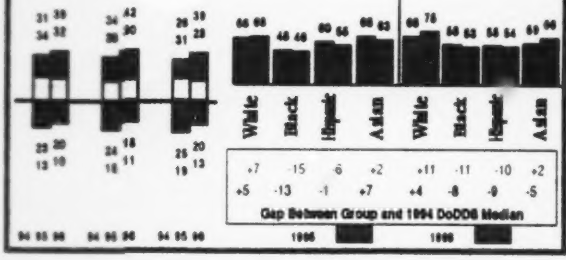
Funding is established for accelerated LAN installation to include all schools by June 1997. All schools now have Internet access. Staff development has been offered or planned for all schools in utilization of computer labs and LAN applications. Plans have been made for a district training facility to include a LAN, work stations, multimedia equipment and other training needs.

CTBS Test Results

Grade 3

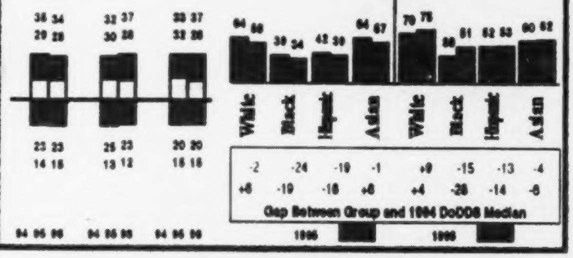
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	971	974	956	971	955

Percent of Students in Each Quarter



Grade 7

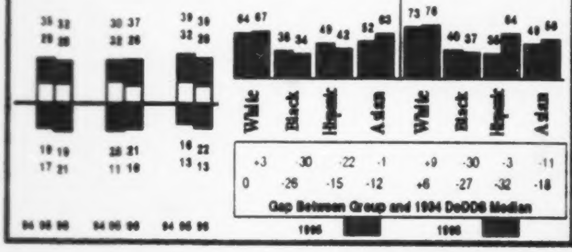
1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	630	629	627	628	626



Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	336	334	332	335	332

Percent of Students in Each Quarter



SAT Results		[illegible]	[illegible]	[illegible]
% Participating	1994	40%	66%	42%
	1995	52%	64%	41%
Math Avg Score	1994	470	472	479
	1995	481	480	482
Verbal Avg Score	1994	428	430	423
	1995	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoD Dependents Schools, Pacific
Attn: Steve Bloom
Unit 5166
APO AP 96368-5166

DSN Phone:
634-1204

Commercial Phone:
81-611-734-1204

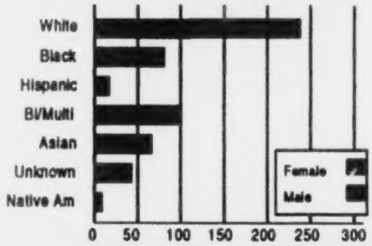
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	798	741.3	19.8%	56.5%	15.2%	6.8%	1.8%
5	96	768	751.5	37.4%	50.3%	9.8%	1.7%	0.9%
8	94							
8	95	561	759.5	32.3%	17.8%	34.6%	13.9	1.5%
8	96	616	764.0	21.6%	39.6%	30.8%	5.7%	2.3%
10	94							
10	95	386	783.0	25.4%	39.6%	22.0%	10.4	2.6%
10	96	381	804.4	31.5%	45.1%	18.1%	4.7%	0.6%

Department of Defense Education Activity
Amelia Earhart Intermediate School (4-6)
1995/96 School Profile

Rosemarie Arnestad, Principal

School Characteristics

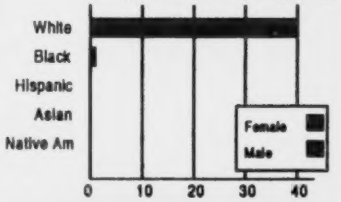
Student Enrollment - 551



Grade	#
4	188
5	187
6	176
Total	551

Sponsor's Affiliation	
Marine	<.5%
Army	9%
Navy	5%
Air Force	74%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	5
Other Professionals	10.5

Special Programs			
Grade Offered	Program		
PK-12	Special Education	47	9%
K-8	TAG	81	15%
K-12	ESL	7	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-3	4
4-6	2
7-10	5
> 10	30

Mobility Rate
36% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	44%
MA/MS	56%
Doctorate	0%

Principal's Highlights

Amelia Earhart is an intermediate school of approximately 600 students in grades 4 - 6. Total Battery, grade level median percentile CTBS scores fall within a healthy 62nd percentile to 69th percentile range. Quality instruction is evident throughout the school; the faculty claims the honor of four Teachers of the Year, a DoDDS Distinguished Teacher of Mathematics, a National Distinguished Teacher of Mathematics, and a National Distinguished Principal. 52% - 56% of AEIS students normally achieve quarterly Honor Roll Status.

The staff worked to increase student proficiency in written communication. Teachers were trained in the use of six point scoring rubrics and holistic assessment. A Bay Area Consultant provided on site training. Students have written in four modes of discourse.

Active duty and parent volunteers were trained as math mentors. 38 mentors contributed 286 hours in a two month period to work with individual students. Both students and mentors saw the program as a positive experience that "kindles a sense of community."

A partnership team which included 15 parents on various subcommittees developed a partnership plan. An interactive homework program, a tutorial program, and a Parent Center will be implemented during SY 96-97.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Increase Proficiency in Written Communication: Baseline data (Nov 95), obtained through locally designed writing assessments using DoDEA scoring rubrics, were compared to May 96 data. Grade 4 students increased +1.73 and +1.75 on narrative and persuasive writing. Grade 5 students increased +1.57 and +2.08. Grade 6 students showed +0.02 and +2.09 increases.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

School/Community Mathematics Mentoring Program: Adult mentors (N=38) contributed 286 hours to the Mentoring Program. CTBS Total Math scores for the school declined between SY 95 and SY 96 testing (-8.2, -9.0, and -6.3 in Grades 4, 5, and 6) Mentored students showed either less decline or increased scores (-5.0, +5.0, and +4.4 in Grade 4, 5, and 6).

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

(School/Family/Community Partnership) A large team of parents and teachers, following the Partnership 2000 Schools model, developed complete three-year and detailed one-year plans to improve School/Family/Community Partnerships. An interactive homework program, a tutorial program, and the creation of a Parent Center are scheduled for implementation SY 96-97.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School/Family/Community Communication) A team of parents and teachers, following the Partnership 2000 Schools model, developed three-year and detailed one-year plans to improve School/Family/Community communication. This team will guide the communication of expectations and procedures related to an interactive homework program.

Report Card from DoDDS Parents

Overall Quality	A/B	C	D/F
Language Arts	87%	12%	1%
Math	85%	12%	2%
Science	84%	14%	1%
Social Studies	85%	13%	1%
School Communications	90%	8%	1%

Benchmark 10.8: Establish Technology for teachers and administrators

(Technology To Support Benchmark 3.1 Strategy) Students completed writing prompts each month which were assessed holistically by classroom teachers using the DoDEA scoring rubric. Data for all students were maintained in an Excel data base and used to determine the success of the strategy to increase proficiency in written communication.

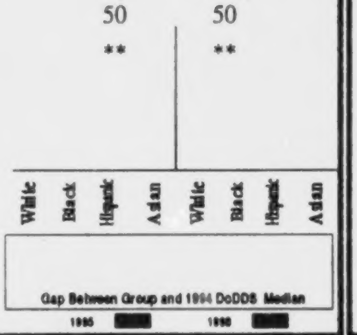
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

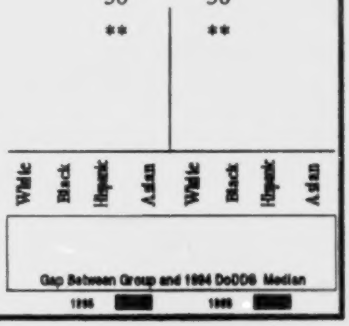


Grade 7

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

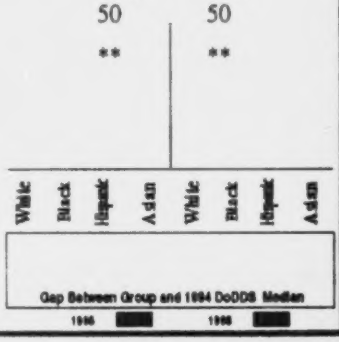


Grade 11

1996 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

		School	District	[illegible]	Nation
% Participating	1994	N/A	40%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	470	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Earhart Intermediate School
UNIT 5166
APO AP 96368-5166

DSN Phone:
634-1329

Commercial Phone:
6117-34-1329/44

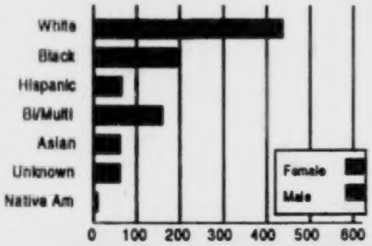
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	169	756.5	25%	44%	26%	4%	1%
5	95	189	763	28%	53%	15%	4%	1%
5	96	173	761.5	47%	43%	8%	1%	1%

Department of Defense Education Activity
Bechtel Elementary School (PK-6)
1995/96 School Profile
Terry Rhicard, Principal

School Characteristics

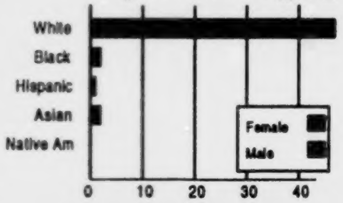
Student Enrollment - 964



Grade	
PreK	10
K	164
1	163
2	160
3	136
4	107
5	117
6	107
Total	964

Sponsor's Affiliation	
Marine	87%
Army	1%
Navy	7%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	95	10%
K-8	TAG	55	6%
K-12	ESL	26	3%
1	Reading Recovery	34	21%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
28% Per Year

Teacher Experience

Year	Teacher
New	7
1-3	8
4-6	8
7-10	5
> 10	32

School Staff

Category	FTE
Administrators	3
Classroom Teachers	41.5
Special Education	5.5
Other Professionals	13

Teacher Education

Degree	Teacher
BA/BS	38%
MA/MS	62%
Doctorate	0%

Principal's Highlights

This has been a year of change for our school and our school system. I'm very proud of the BES faculty, staff, parents and community as they worked together this school year to organize and implement a sound and realistic School Improvement (SIP) based on our DoDEA Community Strategic Plan and accompanying benchmarks. Building and implementing school improvement plans is not new to our faculty and staff. BES has done so each year for the last five years based on our school's NCA self-study and our school's own self-examination of our needs.

The added emphasis of active and meaningful involvement by parents and community has been well utilized by our SIT this year. The implementation of the Minority Math Mentor program involving both minority students and community adults in the classroom is already having a positive impact both at school and in the community. The school's periodic "Family Math Evenings" have helped the community to understand the new MathLand basal series.

The "Bring Your Parents to School Day" was a resounding success - with parents coming to school and "walking a mile" in their child's shoes during the school day. Events such as our annual Guest Reader Days and African-American Heritage Readers program have helped build and foster a strong school-home partnership in attaining all of our SIP goals.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

The reading subcommittee defined our "balanced reading program", and prepared a checklist for teacher accountability. Eighty percent (80%) of the teachers of reading completed their checklist. Each grade level (K-6) designed and implemented pre- and post-tests to assess reading improvement. Our current CTBS test results indicate a rise in Total Read & LA scores.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

A Minority Math Mentor program started in 21 classrooms. Program was 2-fold with grades 5-6 student mentors as well as community adults. Positive feedback. Result of an in-house Mathland teacher survey, an in-service was held in June to allow teachers to revise, revise and make appropriate modifications to their present program for next SY.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

"Bring Your Parents to School Day" held on 3/25/96. Over 300 parents attended with all-round positive feedback. Eighty percent of the teachers are maintaining a "communication log" which is used to document positive communication with parents. We have initiated a Minority Math Mentor program which has increased the participation of minority parents at BES.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

In addition to regular input from team leaders, there was active input from teachers through the use of various "ad hoc" committees to discuss and reach consensus as to the best implementation of programs and activities for this school year as well as planning for next school year. The school's master calendar was well utilized with team leaders, and committee chairs input.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**80%**	**12%**	**4%**
Math	**77%**	**14%**	**4%**
Science	**62%**	**17%**	**5%**
Social Studies	**66%**	**14%**	**3%**
School Communications	**88%**	**9%**	**2%**

Benchmark 10.8: Establish Technology for teachers and administrators

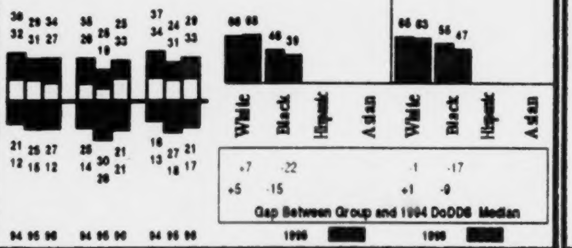
30 Power Macs arrived and have been set up in the EMC. Extra funds were used to purchase Mac software. A work request has been submitted to increase the number of outlets and power supply in the EMC to accommodate the Macs. Our computer committee & district personnel planned & conducted a productive computer tech in-service. Network to be complete by midyear.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	60.5	54.8	59.8	62	58
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	124	126	113	125	113

Percent of Students in Each Quarter

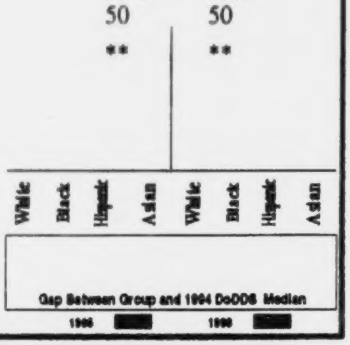


Grade 7

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

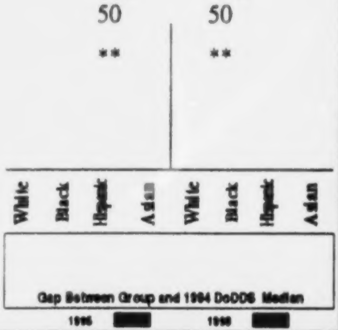


Grade 11

1996 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	N/A	40%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	470	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	435	435	428

Notes

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SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bechtel ES

PSC 559, BOX 5111

FPO AP 96377-5111

DSN Phone:
622-7504

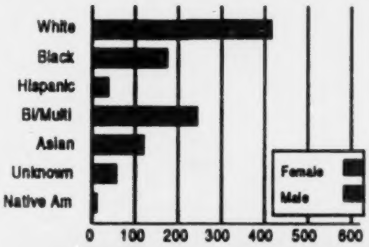
Commercial Phone:
6117-22-7504/7423

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	124	745	17%	47%	26%	11%	0%
5	95	104	740.2	12%	67%	14%	7%	0%
5	96	117	733.5	29%	55%	13%	2%	1%

Department of Defense Education Activity
Bob Hope Primary School (PK-3)
1995/96 School Profile
Elaine Grande, Principal

School Characteristics

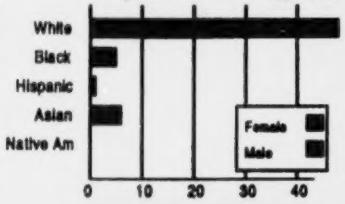
Student Enrollment - 1,057



Grade	
PreK	20
K	301
1	256
2	246
3	234
Total	1057

Sponsor Affiliation	
Marine	<.5%
Army	8%
Navy	7%
Air Force	78%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	118	11%
K-8	TAG	60	6%
K-12	ESL	78	8%
1	Reading Recovery	24	9%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
48% Per Year

Teacher Experience

Years	Teachers
New	1
1-3	5
4-6	7
7-10	9
> 10	39

School Staff

Category	FTE
Administrators	3
Classroom Teachers	43
Special Education	8
Other Professionals	15

Teacher Education

Degree	Teachers
BA/BS	34%
MA/MS	62%
Doctorate	3%

Principal's Highlights

Bob Hope Primary School, a K-3 school of over 1,000 students provides personalized, individualized programs for students. Highly successful Reading Recovery and Early Literacy programs provide intervention for at-risk students in kindergarten and first grade. Preschool handicapped, learning disabled, and English as a second language programs are available for our diverse student population. Innovative approaches to instruction utilize technology to ensure student's preparation for success in a changing, global environment. Our guidance program, Math Headquarters, and total-school enrichment (TAG) services focus on student outcomes and equity in educational opportunities.

We have a supportive parent community, a strong Parent/Teacher Association, an outstanding parent volunteer program, and a pro-active School Advisory Committee. Plans are being developed to provide space for a Parent Center. In cooperation with MWR, we provide space for a before/after child care program and are planning a pilot program to house our preschool handicapped three-year-olds in the Child Care facility to promote inclusive support. At Bob Hope Primary School, we are committed to a School-Home Partnership designed to facilitate the learning of all children.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

In-service training was provided to introduce the use of rubrics and scoring guides to improve students' oral and written language skills. Scoring guides were developed for use by each grade level for SY 96-97. One staff member will be attending the Language Arts adoption task force.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

In-service training was provided to introduce the use of rubrics and scoring guides to improve students' math and science skills. Scoring guides were developed for use by each grade level for SY 96-97. Through strengthening students' individual performance through the use of clearly communicated expectations, we anticipate further reduction of achievement gaps.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents were included in all SIP plans, participated in training sessions, and were given an explanation of our strategies. A parent information meeting was conducted, and the district staff provided training assistance with Dr. Clarence Johnson. Based on Dr. Johnson's recommendations, ideas for a Parent Center and improvements in communication are being considered.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Our school goals focus on improvement in student outcomes through alternative assessment strategies which clearly communicate learner expectations. A timeline for implementation of our SIP was developed and posted in several locations in the school. Each Benchmark and activity was made visible to the community.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	83%	11%	2%
Math	81%	11%	2%
Science	68%	16%	2%
Social Studies	65%	16%	1%
School Communications	90%	8%	1%

Benchmark 10.8: Establish Technology for teachers and administrators

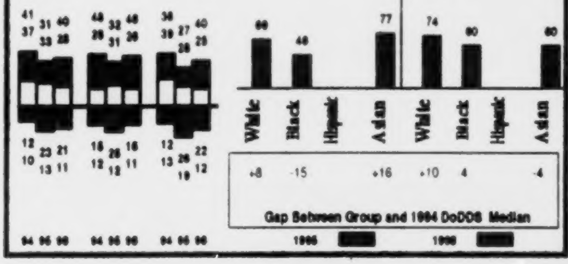
Deadlines for submissions of grade level rubrics were established. All rubrics were reviewed and a standard format was developed. Individual copies on computer disks were generated for faculty use in math and language for SY 96-97.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	69	72.8	68.2	65.9	64.8
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	209	209	209	209	209

Percent of Students in Each Quarter

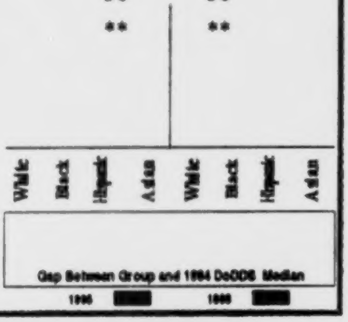


Grade 7

1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	**	**	**	**	**
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

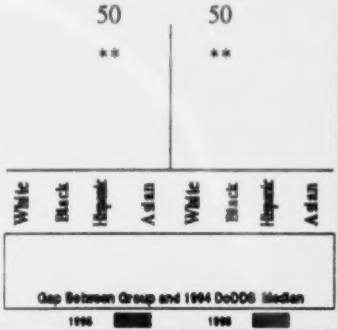


Grade 11

1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.2**	
School	**	**	**	**	**
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	[illegible]	[illegible]
% Participating	1994	N/A	40%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	470	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bob Hope Primary School
UNIT 5166
APO AP 96368-5166

DSN Phone:
634-0093/0094

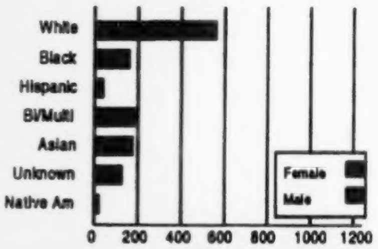
Commercial Phone:
6117-34-0093/0094

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Department of Defense Education Activity
Kadena Elementary School (PK-6)
1995/96 School Profile
Terry Giles, Principal

School Characteristics

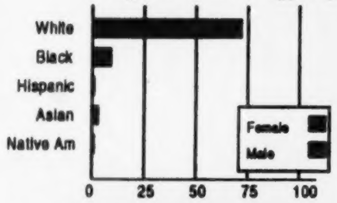
Student Enrollment - 1,278



Grade	
PreK	24
K	181
1	210
2	192
3	182
4	186
5	150
6	153
Total	1278

Sponsor's Affiliation	
Marine	10%
Army	5%
Navy	6%
Air Force	73%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	124	10%
K-8	TAG	72	6%
K-12	ESL	43	3%
1	Reading Recovery	44	21%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
29% Per Year

Teacher Experience	
Year	Teacher
New	0
1-3	4
4-6	4
7-10	7
> 10	73

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	57
Special Education	8.5
Other Professionals	19

Teacher Education	
Degree	Teacher
BA/BS	31%
MA/MS	68%
Doctorate	1%

Principal's Highlights

Kadena Elementary School is a large school with 1265 students and 85 faculty. Our buildings were constructed in 1953.

There are 25 buildings spread over ten acres. The formation of a cultural diversity committee and their training by Dr. Margery Ginsberg, is providing an impetus to highlight cultural diversity throughout the year instead of in isolated months. Quarterly recognition of student academics, behavioral improvements and community/military programs have been implemented with accolades from students, community, and staff. Homework clubs to assist students in grades 1-3, and those with special needs (1-6) were enhanced through the support of the military/community as tutors. Peer tutoring was an important aspect of the program. The school improvement process has given us common goals and objectives to work toward. It has been beneficial.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

KES established an action research project that encompassed surveying teachers, parents, and students on reading vocabulary instructional practices. A survey of the research revealed best teaching practices overall and, specifically, for primary and intermediate elementary students. Plans for instituting best practices will begin SY 96-97.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Skills in measurement were targeted in math with monthly activities designed with teacher input across grade levels and curricular areas. Information about MATHLAND was disseminated through the weekly school newsletter, parent information nights, and PTA presentations. A military tutor program was established to involve community and parents in after school homework clubs.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Through strong parental involvement in SAC and PTA, career education was implemented utilizing parent and military members. These professional days involved over 100 military members discussing career opportunities and how they relate to learning within the classroom. Dr. Clarence Johnson conducted a workshop involving parents and teachers.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Friday Feedback, information from teacher on which is right/wrong concerning any issue, Friday socials to bring the large staff together, a daily bulletin to all faculty, a weekly community newsletter, math nights implemented by teachers and PTA are all established and in place to further communication among the staff and community.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**80%**	**14%**	**2%**
Math	**79%**	**14%**	**3%**
Science	**68%**	**20%**	**3%**
Social Studies	**66%**	**19%**	**2%**
School Communications	**82%**	**16%**	**1%**

Benchmark 10.8: Establish Technology for teachers and administrators

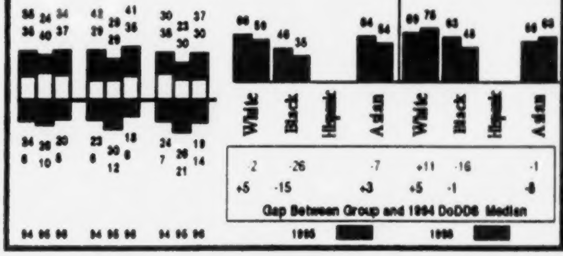
A Wide-Area connection has been installed in the LMC, 32 computers are capable of accessing the Internet. The school-wide LAN installation is tentatively scheduled to start NOV/DEC 96. Teachers currently have access to four computers for cc:Mail. The Macintosh Lab has been operational for most of the 96/97 SY.

CTBS Test Results

Grade 3

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for:School	63	71.4	66.5	54.5	63
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	166	165	161	164	160

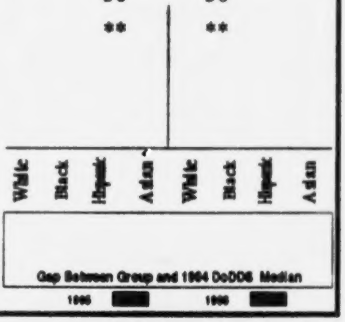
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

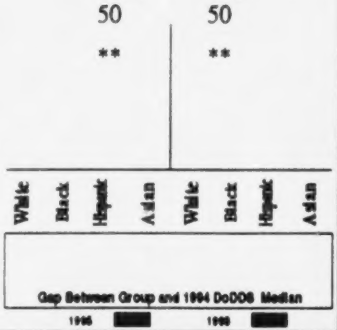


Grade 11

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for:School	**	**	**	**	**
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
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	1995	N/A	481	480	482
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Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena ES
UNIT 5166
APO AP 96368-5166

DSN Phone:
634-1550/3441

Commercial Phone:
6117-34-3441

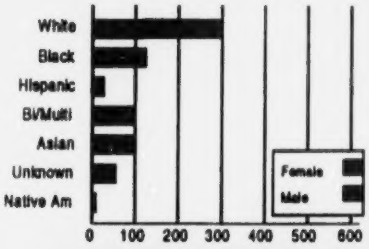
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	121	689.6	12%	38%	37%	7%	5%
5	95	127	682.9	9%	50%	21%	14%	2%
5	96	139	749.3	33%	56%	6%	4%	0%

Department of Defense Education Activity
Kadena Middle School (7-8)
1995/96 School Profile
Tim Kilkenny, Principal

School Characteristics

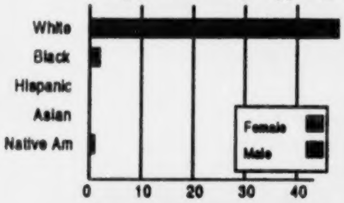
Student Enrollment - 720



Grade	#
7	375
8	345
Total	720

Sponsor's Affiliation	
Marine	13%
Army	6%
Navy	3%
Air Force	66%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	52	7%
K-8	TAG	185	26%
K-12	ESL	19	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
19% Per Year

Teacher Experience

Years	# Teachers
New	3
1-3	0
4-6	4
7-10	4
> 10	39

School Staff

Category	FTE
Administrators	3
Classroom Teachers	40
Special Education	4.5
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	22%
MA/MS	76%
Doctorate	2%

Principal's Highlights

One of the key features in the Kadena Middle School improvement plan is the continued emphasis on the 'House' structure. Emphasis on this important middle school concept will continue to guide the school in planning staff development, strengthening ties with the community, and focusing on student achievement throughout SY96-97. The general consensus of the faculty is that continued emphasis on maintaining homework logs, focusing on closure activities, and providing special incentives for students has had an overall positive impact on student achievement. In our recent review of the school improvement plan several promising ideas were voiced that could strengthen the overall improvement process, and provide greater focus on student achievement. Ideas like a faculty sponsored mentoring program for at-risk students where interested faculty members would be responsible for mentoring at least one child; ideas regarding ways to improve student organizational skills (the KMS 'planner'); and a focus on middle school specific staff development, such as the middle schools conference being attended by five faculty members this summer, and the middle school academy training on Okinawa are examples.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Emphasis on maintaining homework logs, instructional focus on closure activities, incentives that target "NO TARDIES" are having a positive impact on student achievement across the curriculum. This trend seems to be substantiated by normative test results (CTBS) as well as school-wide survey results from teachers.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

As above, homework logs, closure activities, and special programs are having a positive impact on this benchmark. Some drop was noted in computation skills as measured by CTBS scores, however enrollment in Algebra I for SY96-97 has doubled. We view this as an ideal opportunity to keep students from all ethnic and gender groups interested in higher level mathematics.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The primary goal for KMS, in this benchmark, for SY96-97 will be the reintroduction of a PTSA within the school. Organizational meetings will take place over the summer break, and every attempt will be made to organize and support this association.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School publications such as the Newsline, and other special announcements will continue. The school is exploring several possibilities to involve parents in decision making groups such as the school's Core Council, 'House' parents that would adopt a house within the school and attend organizational meetings and assist in special planning.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	92%	7%	1%
Math	91%	7%	2%
Science	91%	8%	1%
Social Studies	91%	7%	1%
School Communications	94%	5%	1%

Benchmark 10.8: Establish Technology for teachers and administrators

The Internet was formally established in the school's EMC this fall and training in it's use was provided to all staff on several occasions. Students who have received training in the use of the Internet, and can demonstrate a certain level of proficiency are issued personal Internet users cards. Training for community members was offered on at least five occasions.

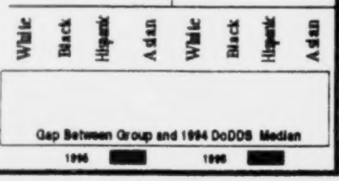
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

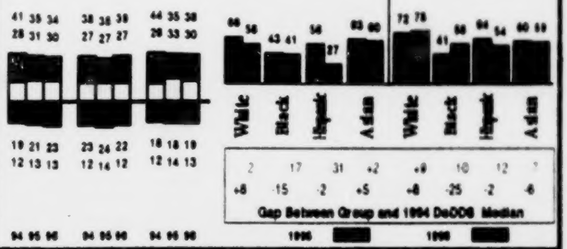
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62.4	67.6	67.6	51.5	66.2
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	365	365	363	364	363

Percent of Students in Each Quarter

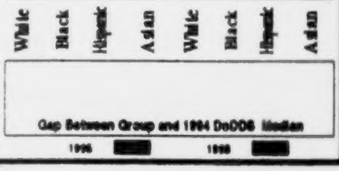


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A	40%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	470	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena MS
UNIT 5166
APO AP 96368-5166

DSN Phone:
634-0217/0261

Commercial Phone:
6117-34-0217

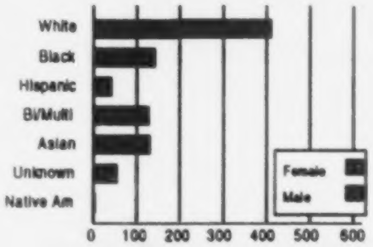
DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	266	720.8	15%	33%	21%	29%	1%
8	95	278	760.6	36%	18%	31%	13%	2%
8	96	305	755.6	20%	38%	34%	5%	1%

Department of Defense Education Activity
Kadena High School (9-12)
1995/96 School Profile
Debby Berry, Principal

School Characteristics

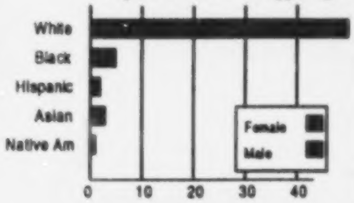
Student Enrollment - 911



Grade	
9	296
10	244
11	223
12	148
Total	911

Sponsor's Affiliation	
Marine	14%
Army	5%
Navy	5%
Air Force	54%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	[illegible]		
PK-12	Special Education	51	6%
K-8	TAG	N/A	N/A
K-12	ESL	27	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	51	
AP Courses Offered		10	
Students Taking AP Courses		189	50%

Mobility Rate
21% Per Year

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	6
7-10	7
> 10	52

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	57
Special Education	3
Other Professionals	5.5

Teacher Education	
Degree	Teacher
BA/BS	41%
MA/MS	54%
Doctorate	5%

Principal's Highlights

KDHS is located at Kadena Air Base in Okinawa, Japan. The school serves grades 9-12, with a capacity for approximately 950 students. The school is well staffed, with qualified teachers for all subject areas, plus specialists for students with learning and physical handicaps and other special needs.

The curriculum is a balanced blend of offerings attending to the multiple levels of student interest and achievement. Advanced Placement and Honors courses are available in all areas of the curriculum, including, mathematics, language arts, social studies, science, fine arts computers, foreign languages, etc. In addition to the core curriculum, business, art, vocational, music education, and technology offerings are available.

Students are relatively transient since parent population is mainly active duty military, Department of Defense civilians, and dependents of the aforementioned. The overall ethnic composition of the student population includes Caucasian, Amerasian, Oriental, African-American, and Hispanic. The education intentions of a majority of the seniors are to enter four year colleges/universities, and/or junior colleges. On the average, approximately 75 percent of the senior class attend an educational institution after graduation.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Kadena High School is reading for 20 minutes a week. Some students are reading content related articles and others are reading novels. Once a semester students are taking part in a wordathon based on the vocabulary words from the SAT, ACT and teacher generated vocabulary list from each content area. Students were able to win prizes based on how many words they knew.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Kadena High School has emphasized increased enrollment of all students in math and science courses beyond required for graduation. Students have had reading materials geared to math and science. Math students serve as volunteer tutors for other students. Science students have gone into the elementary schools and demonstrated science experiments.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Using DoDEA's Parent-Community Partnership Program, KDHS has in place a parent-school decision making process, evident in dept. chair meetings, dept. meetings, athletics, clubs, and other after school activities. The Tiger Team has been formed by the command, in conjunction with DoDDS, family members, and students, to aid the school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

KDHS has a monthly newsletter which is mailed to all parents. CC:Mail is now fully operational enabling communication among the staff to include communication capability worldwide with other DoDDS. KDHS has an active SAC and Booster Club. Community news resources utilized are area magazines, newspapers, television and an outside bulletin board.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	74%	19%	6%
Math	79%	16%	4%
Science	72%	22%	4%
Social Studies	72%	22%	4%
School Communications	77%	19%	4%

Benchmark 10.8: Establish Technology for teachers and administrators

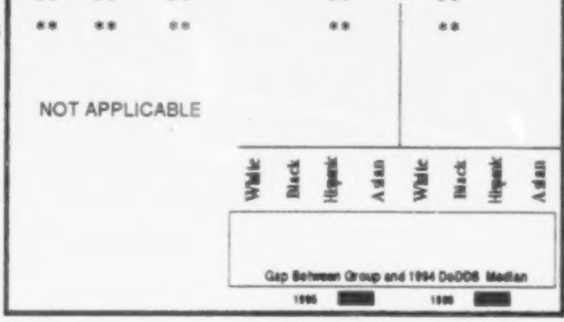
An integrated in-service was held at Kadena High School for all teachers and administrators. All teachers have cc:Mail within classrooms which enables them to communicate. The internet is now in place and being used in the library.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

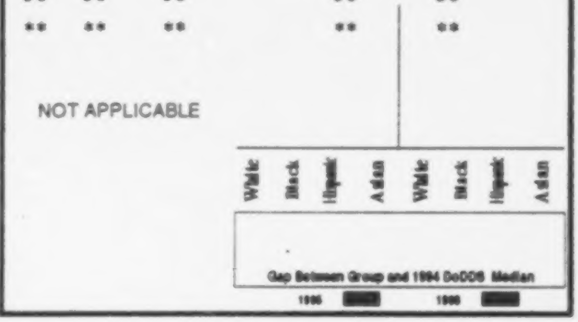
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

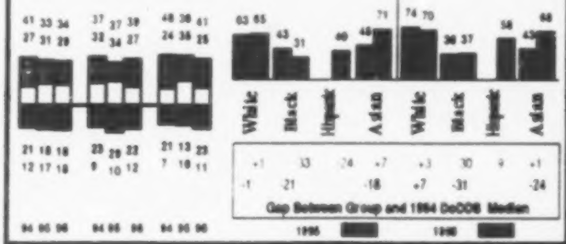
Percent of Students in Each Quarter



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62.1	67	65.8	64.3	63.7
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	197	196	196	196	196

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	42%	40%	66%	42%
	1995	58%	52%	64%	41%
Math Avg Score	1994	467	470	472	479
	1995	479	481	480	482
Verbal Avg Score	1994	421	428	430	423
	1995	429	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena HS
UNIT 5166
APO AP 96368-5166

DSN Phone:
634-1216/1712

Commercial Phone:
6117-34-1216

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	94	191	780.3	29%	27%	29%	11%	2%
10	95	225	793.8	28%	42%	21%	7%	2%
10	96	196	807.2	36%	43%	18%	3%	1%

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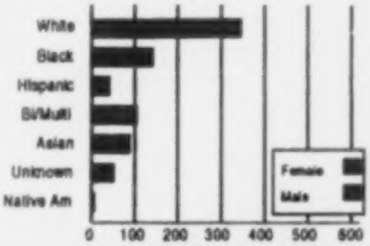
Department of Defense Education Activity
Killin Elementary School (K-6)
1995/96 School Profile
Al Lohse, Principal

School Characteristics

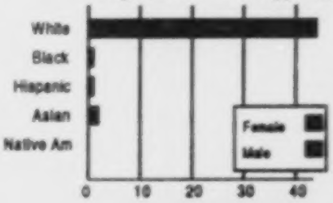
Student Enrollment - 781



Grade	
K	129
1	138
2	128
3	118
4	111
5	90
6	67
Total	781

Sponsor's Affiliation	
Marine	46%
Army	11%
Navy	17%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	35
Special Education	2.5
Other Professionals	10

Special Programs			
Grade Offered			
PK-12	Special Education	57	7%
K-8	TAG	33	4%
K-12	ESL	29	4%
1	Reading Recovery	32	23%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
41% Per Year

Teacher Experience	
Year	Teachers
New	0
1-3	3
4-6	3
7-10	6
> 10	38

Teacher Education	
Degree	Teachers %
BA/BS	40%
MA/MS	60%
Doctorate	0%

Principal's Highlights

Edward C. Killin Elementary is celebrating its fifth year of serving children. Located at Camp Foster, Okinawa, Japan, this school meets the educational needs of 800 students. Our teachers are working toward a culturally responsive curriculum with a desire to enhance equity using effective cooperative learning practices. To accomplish this, our focus or overarching objective as stated in our S.I.P. was to provide "opportunities to work together" for everyone involved in our school setting. Key to meeting our objectives are teachers planning together in teams and between teams at different grade levels; parents involvement in the multicultural task force, the support of over 200 volunteers who have helped enrich learning experiences; and students receiving various types of activities for working together in the classrooms. To further our understanding and to expand our repertoire of techniques, next year our staff will receive more professional development in cooperative learning and multicultural educational practices. The staff of E.C.K. is dedicated to a positive school culture and embrace our motto that "Children are Special." The community has given unanimous support to the teachers by approving their request to have eight, 1/2 student free days dedicated to teacher planning.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Staff development sessions in December and January dealt with "Implementing Student Vocabulary through Cooperative Learning." The faculty compiled "key" vocabulary lists, to be used for future instructional planning. The Guest Reader program increased parental involvement and exposed students to vocabulary from diverse cultural backgrounds.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategies focused on establishment of new math expectations from students at all grade levels. Cross grade-level articulation meetings were held to exchange expectations. An in-service was held regarding "Educational Equity and Cooperative Learning." Information about the Mathland Program was sent home to parents each week in Killin's parent newsletters.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Extensive parental involvement in Multi-Cultural, Career and Parent Math days. Monthly meetings held with parents of the multi-cultural task force. Over two hundred parent volunteers were recognized and awarded certificates at our Volunteer "Tea" ceremony. A pilot program for First day of school parent conferences will be implemented with First Grade.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A newsletter is sent home every Friday, plus 90% of our teachers send a class newsletter on a bi-weekly basis. Parents are encouraged to participate in staff development. 200 Volunteers carry positive information about the school into the community. A variety of informational meetings are held in the evening hours.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**86%**	**10%**	**1%**
Math	**84%**	**10%**	**2%**
Science	**75%**	**11%**	**2%**
Social Studies	**67%**	**15%**	**3%**
School Communications	**88%**	**10%**	**2%**

Benchmark 10.8: Establish Technology for teachers and administrators

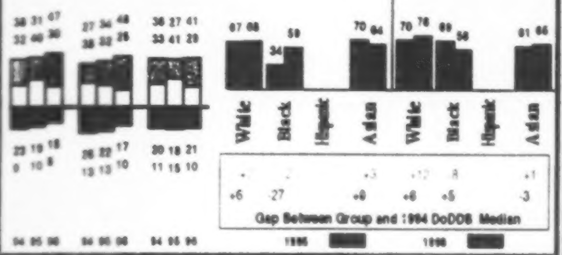
The school computer committee designed and implemented an ongoing computer staff development program. 8 hours of computer training has established proficiency in computer usage. An Apple GS lab has been operational for keyboarding skills in grds 3-6. In March, a Mac Power PC lab was operational for 1-6 with access to the Internet.

CTBS Test Results

Grade 3

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	74.9	74.3	70	60	68.3
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	111	111	111	111	111

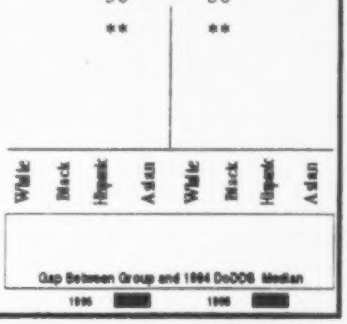
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

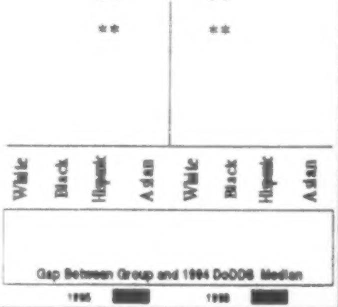


Grade 11

1996 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	40%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	470	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Killin ES
(CAMP FOSTER)
UNIT 35016
FPO AP 96373-5016

DSN Phone:
645-7760/9172

Commercial Phone:
6117-92-7760

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	94	681.6	4%	37%	38%	19%	1%
5	95	77	734.9	17%	53%	21%	8%	0%
5	96	77	715.6	18%	55%	25%	3%	0%

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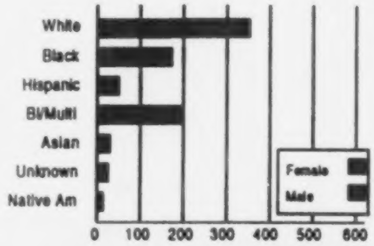
Department of Defense Education Activity
Kinser Elementary School (PK-6)
1995/96 School Profile
Judy Allen, Principal

School Characteristics

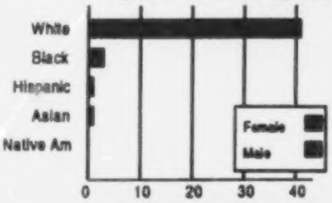
Student Enrollment - 828



Grade	#
PreK	3
K	148
1	118
2	138
3	137
4	112
5	82
6	90
Total	828

Sponsor's Affiliation	
Marine	91%
Army	1%
Navy	4%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	37.5
Special Education	3
Other Professionals	10.5

Special Programs			
Grade Offered	Program		
PK-12	Special Education	53	6%
K-8	TAG	85	10%
K-12	ESL	32	4%
1	Reading Recovery	20	17%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
31% Per Year

Teacher Experience	
Years	Teachers
New	6
1-3	7
4-6	11
7-10	6
> 10	21

Teacher Education	
Degree	Teacher
BA/BS	39%
MA/MS	59%
Doctorate	2%

Principal's Highlights

Kinser Elementary School is a sure start through sixth grade facility located on the beautiful East China Sea on the island of Okinawa.

The Kinser Elementary School administration, staff, students, and parents take pride in the Community Strategic Plan. Each school improvement action committee is represented by teachers from various grade levels and by parents. We have worked with our community to develop a strong school improvement action plan.

Through the school improvement action plan, the belief that the student is the most important component of the school and that "Every Student Succeeds While Having Fun Learning," is reconfirmed. The school improvement action plan is on-going and is the agent for facilitating change. As a result of this plan changes which are beneficial to students are being made.

All students are serviced through the inclusion model of instruction. This notion of inclusion education goes far beyond the realm of special education and encompasses all remedial services to meet the needs of all students. Positive results are experienced as a result of this notion of inclusion.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

All teachers were trained and received feedback in the inclusion model. A week was spent observing, modeling and identifying strengths and weaknesses. Feedback provided suggestions for time management, scheduling, and use of support personnel. One hour weekly collaboration time was provided to discuss students' needs.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

All teachers were trained, were observed and received feedback about the inclusion model. All teachers received in-service training in implementing new math curriculum. The Area math consultant, observed, modeled and provided feedback. One hour weekly collaboration time was provided to discuss students' needs. Volunteer and peer sharing groups were well attended.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Several hands-on workshops were provided for parents to participate in learning activities and strategies for helping their child at home. Two Mathland seminars were held for parents. Parents participated in math field day and several classes used parents as co-teachers. Math manipulatives were assembled and provided by EMC for parent use.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Weekly newsletters inform parents and community about school activities and how they can become involved. Occasionally, parents, students and staff came together in work and social settings. Informal feedback from all has been very positive. 94% of parents rate our efforts to attract parent participation in school affairs as A or B.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**88%**	**8%**	**2%**
Math	**87%**	**9%**	**1%**
Science	**79%**	**11%**	**2%**
Social Studies	**79%**	**11%**	**1%**
School Communications	**93%**	**6%**	**1%**

Benchmark 10.8: Establish Technology for teachers and administrators

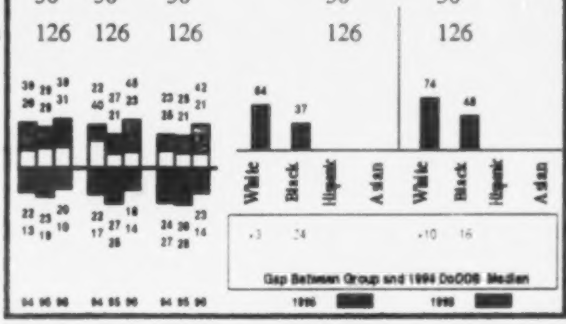
Teachers and administrators are provided support services and training in technology. Technology has been integrated into the curriculum. Teachers received training on Internet and in instructional software. All classrooms are equipped with computers and closed circuit TV. Twice weekly newscasts are produced and televised live from the Kinser Studio.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67.5	70.5	65	54.3	66.3
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	126	126	126	126	126

Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

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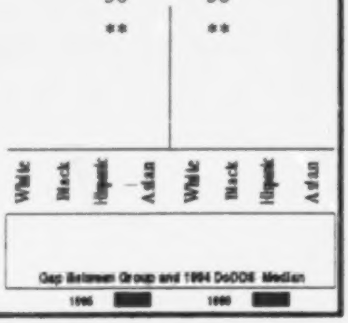
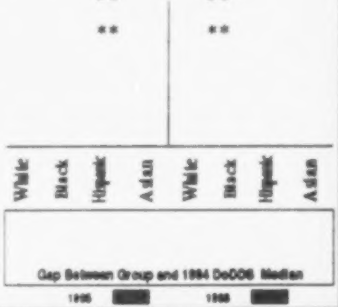


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	[illegible]	Nation
% Participating	1994	N/A	40%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	470	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kinser ES
UNIT 35037
FPO AP 96373-5037

DSN Phone:
637-3008/3422

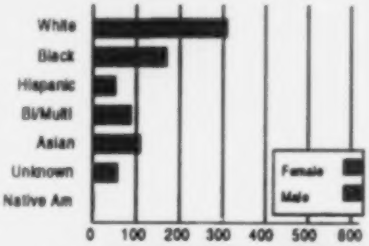
Commercial Phone:
6117-37-3008

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	98	709.4	16%	50%	27%	0%	5%
5	95	106	718.9	16%	59%	14%	6%	0%
5	96	79	743.4	34%	51%	14%	0%	1%

Department of Defense Education Activity
Kubasaki High School (9-12)
1995/96 School Profile
Tom Abbott, Principal

School Characteristics

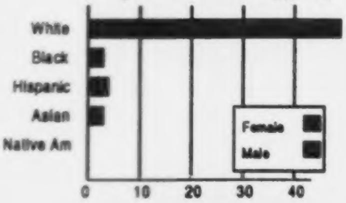
Student Enrollment - 788



Grade	
9	291
10	221
11	155
12	121
Total	788

Sponsor's Affiliation	
Marine	67%
Army	4%
Navy	9%
Air Force	5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	39	5%
K-8	TAG	N/A	N/A
K-12	ESL	68	9%
1	Reading Recovery	N/A	N/A
7-12	AVID	52	
AP Courses Offered		7	
Students Taking AP Courses		98	35%

Mobility Rate
19% Per Year

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	3
7-10	1
> 10	49

School Staff

Category	FTE
Administrators	3
Classroom Teachers	50
Special Education	5
Other Professionals	6

Teacher Education

Degree	Teachers
BA/BS	36%
MA/MS	58%
Doctorate	6%

Principal's Highlights

Highlights for SY 95-96:

Diversity Education training was conducted by Margery Ginsberg. The diversity support team attended that training and the membership includes Tom Abbott, the principal for SY 96-97. This team made plans for implementing focus groups for the Fall of 96. These groups will be for staff members as well as parents. Staff members and parents will conduct the focus groups.

Sub-committees which include every staff member were established to address each of the interventions. Many of the committees have made plans for Fall implementation.

A cross-curricular study skills program was developed by the staff which is based on the AVID model. This program will be introduced to students and parents at a Fall Orientation.

A Fall Orientation will be held in August 1996 during the first two days of school for all students and all parents. Topics to be covered include the School Improvement Plan, Study Skills, Organization Involvement, and other pertinent topics.

The involvement of parents in the school improvement process was valuable and necessary. The SIT was able to work together in a cohesive partnership.

The SIP is an on-going process that will reap benefits for KHS stakeholders in the coming years.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

A diversity support team was established and received 3 days of staff development. Plans are made for implemention in August 1996.

Staff development with the entire staff was held to develop and adopt the AVID model of study skills for cross-curricular use in SY 96-97.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

A diversity support team was established and received 3 days of staff development. Plans are made for implemention in August 1996.

Staff development with the entire staff was held to develop and adopt the AVID model of study skills for cross-curricular use in SY 96-97.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents were involved in the diversity training and will be included in the Fall implementation.

Parents were an integral part of the development of the school improvement plan as members of the school improvement team.

Parents attended the Home-School Partnership Training in January, 96.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The School Improvement Team was established in October 96. The team gathered data for a staff assessment meeting. After the staff and students identified areas of weakness, the SIT reviewed current literature, developed appropriate interventions, and wrote the SIP.

Plans for informing parents at School Orientation are developed.

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Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	76%	18%	6%
Math	66%	24%	8%
Science	66%	26%	5%
Social Studies	71%	21%	5%
School Communications	75%	17%	8%

Benchmark 10.8: Establish Technology for teachers and administrators

The multi-curricular computer lab was used extensively by all subject areas. Volunteers from the military community assisted students on Wednesday afternoons in the computer lab.

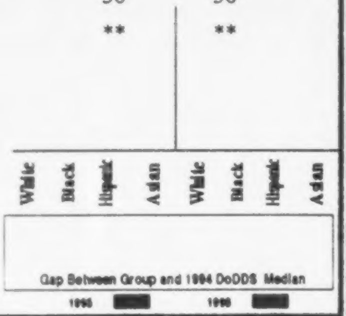
CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

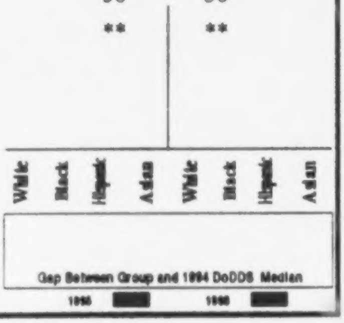


Grade 7

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	**	**	**	**	**
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

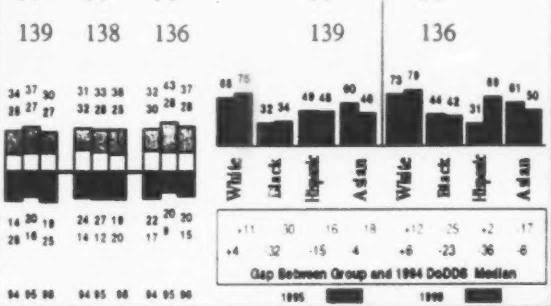
NOT APPLICABLE



Grade 11

1996 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	56.5	59.7	63.6	55.4	61.8
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	139	138	136	139	136

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	38%	40%	66%	42%
	1995	47%	52%	64%	41%
Math Avg Score	1994	475	470	472	479
	1995	484	481	480	482
Verbal Avg Score	1994	439	428	430	423
	1995	445	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kubasaki HS
(CAMP SD BUTLER)
UNIT 35008
FPO AP 96373-5008

DSN Phone:
645-3728/4876

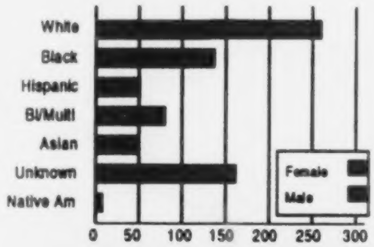
Commercial Phone:
6117-92-3728

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	94	159	758.9	30%	21%	26%	19%	2%
10	95	161	767.9	22%	37%	23%	15%	3%
10	96	185	801.4	27%	48%	18%	7%	0%

Department of Defense Education Activity
Lester Middle School (7-8)
1995/96 School Profile
Diane Bell, Principal

School Characteristics

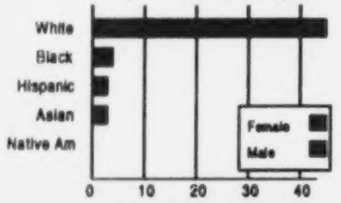
Student Enrollment - 743



Grade	[illegible]
7	408
8	335
Total	743

Sponsor's Affiliation	
Marine	72%
Army	3%
Navy	9%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	48	6%
K-8	TAG	25	3%
K-12	ESL	10	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	23	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
19% Per Year

Teacher Experience	
Year	Teachers
New	4
1-3	3
4-6	4
7-10	8
> 10	32

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	41
Special Education	4
Other Professionals	7

Teacher Education	
Degree	Teachers
BA/BS	16%
MA/MS	80%
Doctorate	4%

Principal's Highlights

Developed & Implemented:
- Schoolwide Writing Progress
- Information/Homework Hotline
- Volunteer Program
- Connection to Worldwide Web Begun
- Computers within school networked
- School-wide Science Career Day & Lab Day
- Cultural Diversity Staff Activities regarding bias
- Opening School Ceremony and Grade Specific Activities
- Monthly Newsletter/Periodic Fliers
- Awards Cermonies
- On-going Training for staff in Technology
- Math teachers received training in integrating computer technology into the math curriculum.
- Technology Fair

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Development of a Schoolwide Writing Process with both teachers and students understanding the project.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Computer technology resources expanded; expanding and improving teaching strategies; Cultural Diversity training for Leadership Team.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Workshops for parents which included Families and Schools Together, Family Math, and "Parents are Teachers Too". Parent room developed. Voice mail was installed and advertised for use by the community 24 hr. a day.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Published and distributed a monthly planner to each family and other community members. Grade level articulation increased through meeting schedule change.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	81%	14%	3%
Math	78%	17%	4%
Science	77%	17%	5%
Social Studies	81%	15%	3%
School Communications	83%	12%	6%

Benchmark 10.8: Establish Technology for teachers and administrators

Staff in-services in technology held throughout the year. Daily bulletin on cc:Mail. Software selection committee created. LAN capabilities in the majority of classrooms. A computer in every classroom.

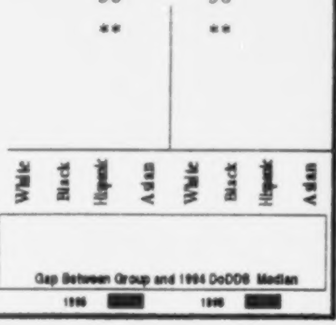
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

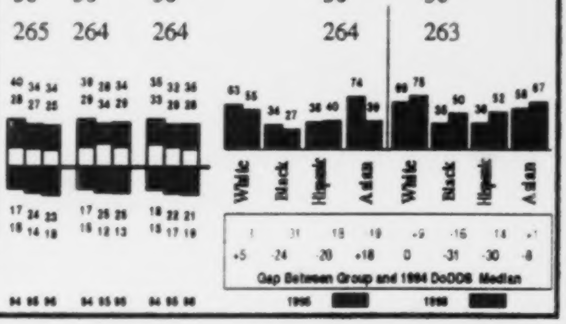
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	59	64.8	64.2	40.1	60
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	265	264	264	264	263

Percent of Students in Each Quarter

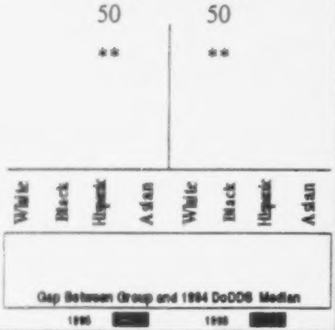


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	40%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	470	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lester MS
UNIT 35015
FPO AP 96373-5015

DSN Phone:
645-7787/2124

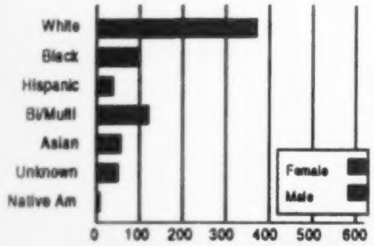
Commercial Phone:
6117-92-7787

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	239	756.5	22%	39%	19%	18%	2%
8	95	285	758.6	28%	18%	38%	15%	0%
8	96	310	772	23%	41%	28%	7%	1%

Department of Defense Education Activity
Stearley Heights Elementary School (K-6)
1995/96 School Profile
Eric Gentry, Principal

School Characteristics

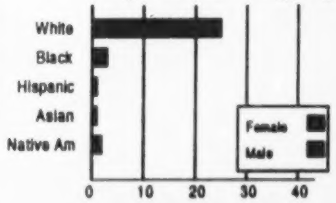
Student Enrollment - 726



Grade	
K	102
1	91
2	122
3	121
4	114
5	83
6	93
Total	726

Sponsor's Affiliation	
Marine	1%
Army	5%
Navy	5%
Air Force	83%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered			
PK-12	Special Education	37	5%
K-8	TAG	91	13%
K-12	ESL	3	0%
1	Reading Recovery	8	9%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
18% Per Year

Teacher Experience

Years	Teachers
New	2
1-3	3
4-6	6
7-10	6
> 10	25

School Staff

Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	2
Other Professionals	9

Teacher Education

Degree	Teachers
BA/BS	16%
MA/MS	84%
Doctorate	0%

Principal's Highlights

As noted in the Benchmark section of this report, Stearley Heights Elementary School has made excellent progress toward the achievement of the priority Benchmarks.

In preparation for the North Central Association visit, which was conducted in April, our staff developed assessment tools to establish baseline data for each of the priority Benchmarks. We then developed and implemented strategies to address each of the Benchmarks. When the NCA team arrived they found a faculty and a community devoted to the concept of improving our school for all of our students.

The briefing provided by the NCA team at the end of their visit was attended by all faculty members, a large group of parents and representatives from the military community. During this briefing our faculty and community were highly praised for their efforts on behalf of children.

Particular strengths were parent involvement in the school, administrative support and leadership and a committed and motivated staff. All of us at Stearley Heights Elementary School are extremely proud of our accomplishments this year, and are already planning for making next year an even better year for our students.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Worked on improving higher level thinking skills through the writing process. The faculty chose to use Daily Oral Language as a school wide strategy.Each grade level designed a rubric for pre and post testing of language skills. Staff development was conducted for teachers. All grade levels showed improvement on post tests.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Math was chosen because of implementation of new math program. A review of CTBS scores showed there was no gender gap at Stearley Heights. Report card grades were plotted on a matrix by gender and ethnicity. Staff development was provided to increase sensitivity to ethnic diversity. Improvement was noted in all categories, but the gap must still be addressed.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent survey results in the fall indicated a need for improved communication between parents and teachers. Teachers and parents developed a uniform two way communication folder to be exchanged twice monthly. A parent comment form was also developed for the school newsletter. School-Home Partnership committees were formed to address and improve parent involvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

A school improvement team was created. The team consisted of three teachers, one appointed by the principal, one appointed by the union and one elected by the staff, one parent chosen by the SAC and one parent chosen by the PTA board and two administrators. The military community was invited to appoint a member to the committee.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**88%**	**10%**	**0%**
Math	**89%**	**6%**	**1%**
Science	**79%**	**13%**	**0%**
Social Studies	**74%**	**12%**	**2%**
School Communications	**87%**	**11%**	**2%**

Benchmark 10.8: Establish Technology for teachers and administrators

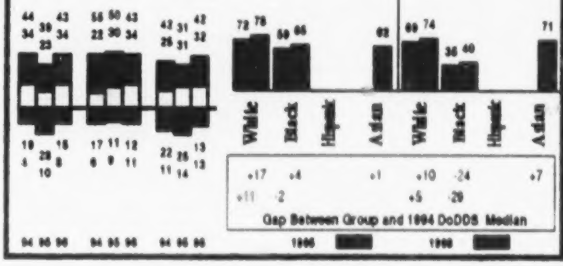
In addition to the Apple IIe computer lab, our school created a 30 computer MAC lab. The faculty received a full day of in-service on the new computers and a faculty member was detailed to the MAC lab for two weeks to help teachers and students. The school computer committee is in the process of planning for staff development for next school year.

CTBS Test Results

Grade 3

	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	69	72	70.3	71	68.8
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	117	118	118	118	118

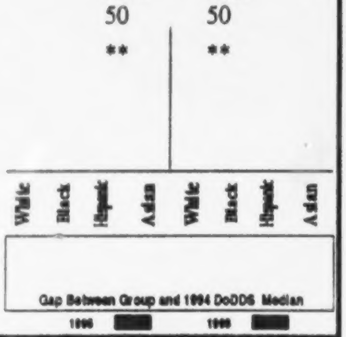
Percent of Students in Each Quarter



Grade 7

	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

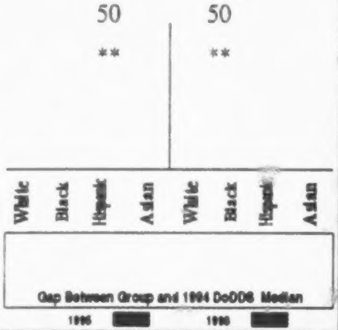


Grade 11

	Benchmark 3.1			Benchmark 4.2	
1996 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	**	**	**	**	**
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A	40%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	470	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Stearley Heights ES
UNIT 5166
APO AP 96368-5166

DSN Phone:
634-4524/4523

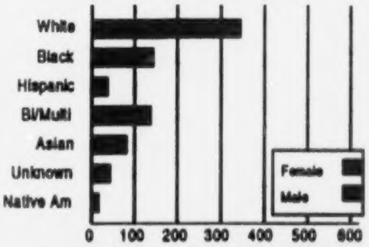
Commercial Phone:
6117-34-4524

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	. 87	791.1	44%	37%	17%	2%	0%
5	95	80	770.1	26%	56%	13%	5%	0%
5	96	73	779.1	48%	47%	3%	3%	0%

Department of Defense Education Activity
Zukeran Elementary School (PK-6)
1995/96 School Profile
Russ Claus, Principal

School Characteristics

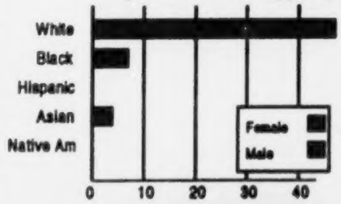
Student Enrollment - 793



Grade	
PreK	10
K	107
1	111
2	96
3	121
4	110
5	121
6	117
Total	793

Sponsor Affiliation	
Marine	51%
Army	8%
Navy	12%
Air Force	18%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	11%
Non-US Civilians	<5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	35
Special Education	5.5
Other Professionals	12

Special Programs			
PK-12	Special Education	78	10%
K-8	TAG	113	14%
K-12	ESL	26	3%
1	Reading Recovery	32	29%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	2
1-3	3
4-6	2
7-10	15
> 10	35

Mobility Rate
27% Per Year

Teacher Education	
Degree	Teachers
BA/BS	25%
MA/MS	75%
Doctorate	0%

Principal's Highlights

ZES' "SIP focused staff development" has been extremely successful. The Principal's Club, Peer Counselors, Advisor-Advisee groups promoted positive citizenship skills and cooperative working strategies. Study Club, Chat n Chew, Math Club, Chess Club, Newspaper Club, and Challenge Club all promoted academic achievement while addressing ZES' goal of promoting higher level thinking skills. Questioning for Higher Level Thinking Skills development has been continually promoted, across the curriculum in all areas: the new MathLand Program allows for the use of rubrics and student self-evaluation which ZES is incorporating into all areas. Unique staff development models providing pre-service, in-class in-service, and follow-up activities allow for specific needs to be addressed using the "real classroom" as the arena for teacher development. All members of the staff are actively involved in professional development. The use of portfolios as part of this year's performance evaluation process allowed for teachers to reflect and document their own effective teaching performance.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Reading development was highlighted via ZES' Reading Recovery and Early Literacy Programs. Active inculcation of teachers at all grade levels regarding these developmentally appropriate practices was successful. Language arts skill development occurred through in-servcies provided by the school, a Bay Area Consultant and via the schoolwide use of DOL.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Zukeran's Daily Oral Science Program which involved and promoted minority students as in-class mentors was a success with fellow classmates, teachers and parents. Significant improvement in science skills occured in grade levels tested. Daily Oral Science is continuing this school year and has expanded with mirror program: Math Magic! which follows the same format.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The SIT, PTA, SAC all contributed to awareness and communication of ZES' curricular and non-curricular programs. The School Diary documented literally hundereds of formal and informal activities including: coffee with the administrators, cultural awareness parent groups, parent training sessions, volunteer/tutor involvement, and our friendly, open door policy.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

In-school communication continues to be efficient and collaborative. Zukeran's Open Door Policy allows for parents, staff members, community members, and students to interact in a comfortable manner with the office staff. 1990's styler newsletters, outreach programs, interaction between schools all facilitate the communication and community involvement process.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**86%**	**10%**	**1%**
Math	**83%**	**13%**	**2%**
Science	**76%**	**16%**	**3%**
Social Studies	**70%**	**18%**	**2%**
School Communications	**91%**	**8%**	**1%**

Benchmark 10.8: Establish Technology for teachers and administrators

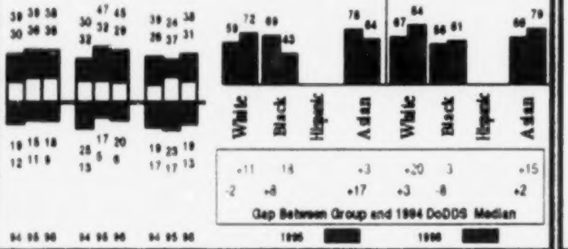
Zukeran is gearing up for the installation of fiber optic cable which will allow for in-school networking of computers. Active skill development training is in-progress which will use the DODEA Technology Plan as a guide for specific skills staff members will need in order to provide instruction to students and parents in our school.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70.5	72.2	66.3	62	79
District	67.7	69.7	66.2	61.5	67.1
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	118	119	118	118	118

Percent of Students in Each Quarter

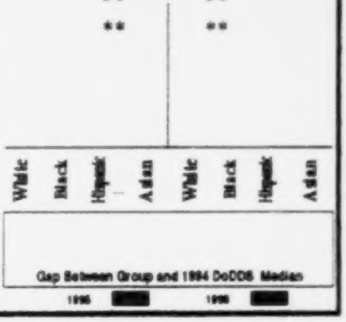


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	61.4	65.7	65.9	47.4	64.3
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

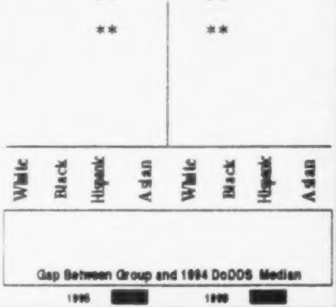


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	60.4	62.5	64.6	60.4	62.5
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		[illegible]	[illegible]	[illegible]	[illegible]
% Participating	1994	N/A	40%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	470	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Zukeran ES
(CAMP SD BUTLER)
UNIT 35017
FPO AP 96373-5017

DSN Phone:
645-2576/5392

Commercial Phone:
6117-92-2576

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	71	803.3	51%	35%	11%	3%	0%
5	95	115	776.3	27%	59%	10%	4%	0%
5	96	110	770.2	46%	48%	6%	0%	0%

SECTION O

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

PANAMA AREA
1995-1996

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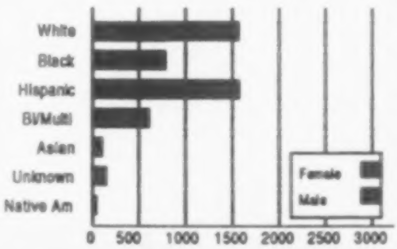
Department of Defense Education Activity
Panama 1995/96 Area Profile
Hector Nevarez, Superintendent

Area Characteristics

Student Enrollment - 4,841



Special Programs			
Grade Offered	Program		
PK-12	Special Education	327	7%
K-8	TAG	254	7%
K-12	ESL	265	5%
1	Reading Recovery	0	0%
7-12	AVID	31	
Students Taking AP Courses		135	5%

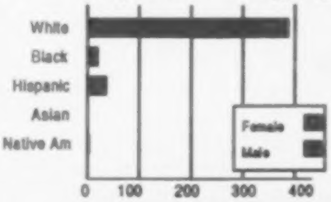
Grade	
PreK	14
K	495
1	491
2	437
3	429
4	432
5	375
6	395
7	350
8	334
9	335
10	274
11	285
12	195
Total	4841

Mobility Rate
39% Per Year

Sponsor's Affiliation	
Marine	1%
Army	41%
Navy	7%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	28%
Non-US Civilians	1%

Teacher Experience	
Years	Teacher
New	7
1-3	9
4-6	23
7-10	45
> 10	158

Professional Staffing



School Staff	
Category	FTE
Administrators	13
Classroom Teachers	261
Special Education	25.5
Other Professionals	48

Teacher Education	
Degree	Teacher
BA/BS	48%
MA/MS	49%
Doctorate	2%

Superintendent's Highlights

In the Panama/Cuba Area, this year has been characterized by unprecedented parent and community involvement in the schools and instructional focus on inclusion, problem solving and cooperative efforts.

As the DoDDS pilot implementation site for school based management, our schools involved groups of teachers and parents with administrators in significant decision-making opportunities in regard to education and school/home relationships. The community came to the schools this year as each school had a military sponsoring unit and was visited by the Southern Command CINC and the USARSO Commander. The District participated in the Monthly Community Panel to share accomplishments and respond to concerns. Parent volunteers in record numbers assumed new roles as partners with our schools, positively impacting our students.

Believing that all children can learn, special emphasis was placed on inclusive practices this year, and many special education teachers taught collaboratively with regular education teachers. Collaboration was also a key word in math, social studies, and other subject areas as the district schools implemented Mathland, Interactive Math, and a new social studies adoption which focuses on cooperative groups, problem solving, and developing student interpersonal skills.

DoDEA Strategic Plan: Area Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The primary focus this year was the enhancement of effective writing strategies and the implementation of the social studies standards across the K-12 curriculum. Additionally, the district has continued to provide support in using CIRC as a tool for the integration of reading and writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Special emphasis was placed on providing equitable opportunities for students by implementing developmentally appropriate practices in grades K-3, introducing the AVID program into the high school, encouraging more students to enroll in challenging courses, and supporting the implementation of inclusive educational practices.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

To build a partnership between parents and schools in the decision making process, school based management teams, composed of parents, educators and students, were established at all schools . The district office served as a clearinghouse to facilitate the SBM process. Several conferences were held to afford teams opportunities to share successes and provide additional training.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

To enhance communication, the district has made greater use of the local military newspaper, television and radio stations to publicize and promote DoDDS activities. A school-community partnership was established at the local PX highlighting student achievement. CCmail and district-wide grade level meetings promoted increased educator communication.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	78%	17%	4%
Math	81%	15%	4%
Science	65%	20%	6%
Social Studies	65%	19%	5%
School Communications	68%	23%	8%

Benchmark 10.8: Establish Technology for teachers and administrators

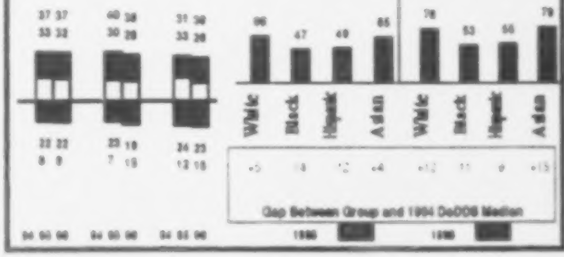
The DoDEA technology survey was distributed to all schools to establish goals for the technology program. A variety of computer courses were offered to enhance the skills of educator during the year, and will continue throughout the summer. Five schools have expressed interest in participating in the President's Technology Initiative Program, as test sites.

CTBS Test Results

Grade 3

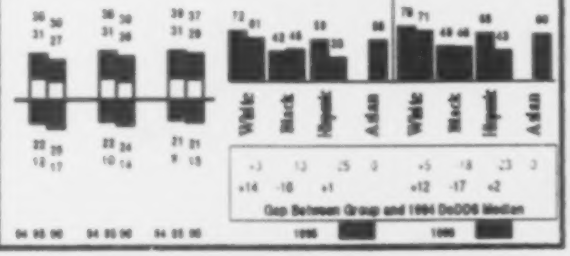
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1996 Median Percentiles for **Area**	66	66	61.4	55	69.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	394	393	394	395	393

Percent of Students in Each Quarter



Grade 7

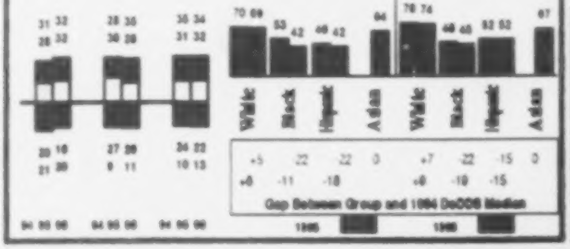
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1996 Median Percentiles for **Area**	54.5	61.8	66.8	55.8	56.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	316	316	316	316	316



Grade 11

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1996 Median Percentiles for **Area**	62.3	60.3	66.1	56.2	61.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	245	244	244	243	244

Percent of Students in Each Quarter



SAT Results		Area	DoDDS	Nation
% Participating	1994		66%	42%
	1995		64%	41%
Math Avg Score	1994	452	472	479
	1995	481	480	482
Verbal Avg Score	1994	408	430	423
	1995	427	436	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Panama Area Superintendent
4040 North Fairfax Drive
Arlington, VA 22203-1635

DSN Phone:
426-4354

Commercial Phone:
(703) 696-4354

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	511	743.9	20.4%	41.1%	29.9%	8%	6%
5	95	388	742.4	14.9%	61.3%	14.7%	8.5%	0.6%
5	96	361	723.4	25.8%	51.5%	19.1%	2.2%	1.4%
8	94	406	788.1	38.2%	38.7%	14.8%	8.4%	1.9%
8	95	303	780.2	39.3%	18.5%	30.7%	10.6%	1.0%
8	96	288	732.5	26.7%	32.3%	25.7%	8.7%	6.6%
10	94	360	794.2	40.3%	28.9%	23.1%	6.9%	1.8%
10	95	301	788.1	19.3%	40.9%	30.6%	8.0%	1.4%
10	96	259	813.9	35.9%	44.4%	14.3%	5%	4%

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SECTION P

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

PANAMA DISTRICT
1995-1996

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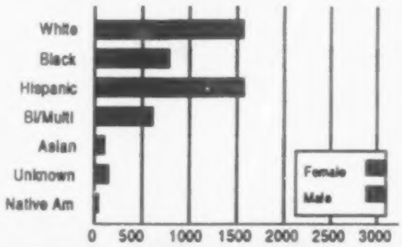
Department of Defense Education Activity
Panama 1995/96 District Profile
Ruth Russell, Superintendent

District Characteristics

Student Enrollment - 4,841



Special Programs			
Grade Offered	Program		
PK-12	Special Education	327	6%
K-8	TAG	254	6%
K-12	ESL	265	5%
1	Reading Recovery	0	0%
7-12	AVID	31	
Students Taking AP Courses		135	28%

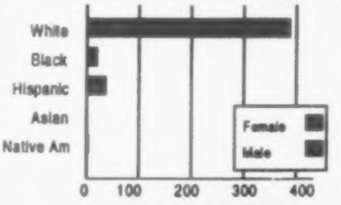
Grade	
PreK	14
K	495
1	491
2	437
3	429
4	432
5	375
6	395
7	350
8	334
9	335
10	274
11	285
12	195
Total	4841

Mobility Rate
39% Per Year

Sponsor's Affiliation	
Marine	1%
Army	41%
Navy	7%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	28%
Non-US Civilians	1%

Teacher Experience	
Year	Teachers
New	7
1-3	9
4-6	23
7-10	45
> 10	158

Professional Staffing



School Staff	
Category	FTE
Administrators	13
Classroom Teachers	261
Special Education	26
Other Professionals	48

Teacher Education	
Degree	% Teachers
BA/BS	48%
MA/MS	49%
Doctorate	2%

Superintendent's Highlights

As the DoDDS pilot implementation site for school based management, our schools involved groups of teachers, parents, and administrators in significant decision-making opportunities related to education and school/home relationships. The community came to the schools this year as each school had a military sponsoring unit and was visited by the Southern Command CINC and the USARSO Commander. The District participated in the Monthly Community Panel to share accomplishments and respond to concerns. Parent volunteers in record numbers assumed new roles as partners with our schools, positively impacting our students.

Believing that all children can learn, special emphasis was placed on inclusive practices, and many special education teachers taught collaboratively with regular education teachers. Collaboration was also a key word in math, social studies, and other subject areas as the district schools implemented Mathland, Interactive Math, and a new social studies adoption which focuses on cooperative groups, problem solving, and developing students' interpersonal skills.

Personnel at the DSO provided strong support for school based management, school improvement plan development, new implementations, and school home community cooperation. It was, in short, a year of many accomplishments.

DoDEA Strategic Plan: District Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The primary focus this year was the enhancement of effective writing strategies and the implementation of the social studies standards across the K-12 curriculum. Additionally, the district has continued to provide support in using CIRC as a tool for the integration of reading and writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Special emphasis was placed on providing equitable opportunities for students by implementing developmentally appropriate practices in grades K-3, introducing the AVID program into the high school, encouraging more students to enroll in challenging courses, and supporting the implementation of inclusive educational practices. Special support was offered for the implementation of math standards.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

To build a partnership between parents and schools in the decision making process, school based management teams, composed of parents, educators and students, were established at all schools. The district office served as a clearinghouse to facilitate the SBM process. Several conferences were held to afford teams opportunities to share successes and provide additional training.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

To enhance communication, the district has made greater use of the local military newspaper, television and radio stations to publicize and promote DoDDS activities. A school-community partnership was established at the local PX highlighting student achievement. CCmail and district-wide grade level meetings promoted increased educator communication.

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Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**78%**	**17%**	**4%**
Math	**81%**	**15%**	**4%**
Science	**65%**	**20%**	**6%**
Social Studies	**65%**	**19%**	**5%**
School Communications	**68%**	**23%**	**8%**

Benchmark 10.8: Establish Technology for teachers and administrators

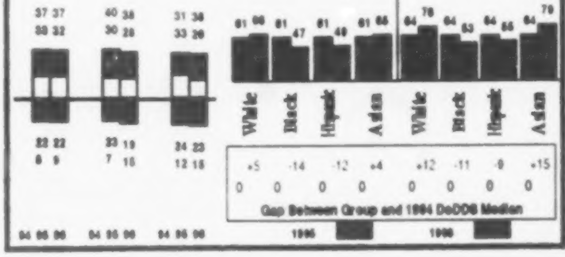
The DoDEA technology survey was distributed to all schools to establish goals for the technology program. A variety of computer courses were offered to enhance the skills of educators during the year, and will continue throughout the summer. Five schools have expressed interest in participating in the President's Technology Initiative Program as pilot sites.

CTBS Test Results

Grade 3

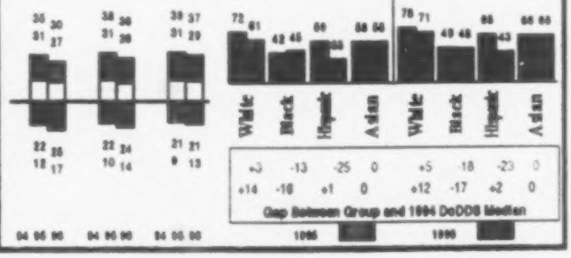
1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	66	66	61.4	55	69.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	394	393	394	395	393

Percent of Students in Each Quarter



Grade 7

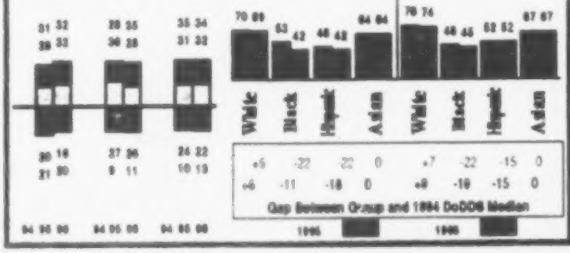
1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	54.5	61.8	66.8	55.8	56.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	316	316	316	316	316



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	62.3	60.3	66.1	56.2	61.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	245	244	244	243	244

Percent of Students in Each Quarter



SAT Results		District	DoDDS	Nation
% Participating	1994		66%	42%
	1995		64%	41%
Math Avg Score	1994	452	472	479
	1995	481	480	482
Verbal Avg Score	1994	406	430	423
	1995	427	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoD Dependents Schools
Attn: Ruth Russell
Unit 0925
APO AA 34002

DSN Phone:
313-286-3602

Commercial Phone:
507-286-3602

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94							
5	95	388	742.4	14.9%	61.3%	14.7%	8.5%	0.6%
5	96	340	723.7	25.9%	51.8%	18.8%	2.1%	1.5%
8	94							
8	95	303	780.2	39.3%	18.5%	30.7%	10.6	1.0%
8	96	273	731.8	27.8%	32.2%	24.5%	8.4%	6.0%
10	94	-						
10	95	301	786.1	19.3%	40.9%	30.6%	8.0%	1.4%
10	96	247	814.6	36.0%	44.9%	13.8%	4.9%	0.4%

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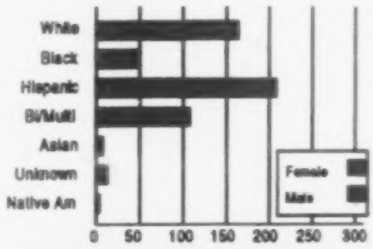
Department of Defense Education Activity
Balboa Elementary School (K-5)
1995/96 School Profile

Susan Beattie, Principal

School Characteristics

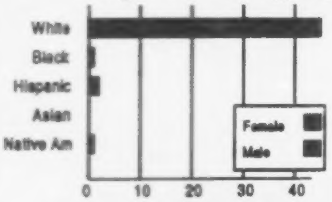
Student Enrollment - 556



Grade	
K	89
1	110
2	75
3	102
4	93
5	87
Total	556

Sponsors' Affiliation	
Marine	<5%
Army	36%
Navy	4%
Air Force	5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	53%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grades Offered	Program		
PK-12	Special Education	38	7%
K-8	TAG	0	0%
K-12	ESL	54	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
47% Per Year

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	24.5
Special Education	1.9
Other Professionals	6.5

Teacher Education	
Degree	% Teachers
BA/BS	50%
MA/MS	47%
Doctorate	3%

Principal's Highlights

Balboa, a K - 5 elementary school, has twenty-two classroom teachers and fifteen educational specialists who teach our children, a multicultural population. Sixty-three percent of the students are Hispanic and African-Americans and the remainder of the students belong to other ethnic groups. Most of our parents are active duty military, Panama Canal Commission, State Department and Department of Defense civilian employees.

Balboa ES actively engages all students in learning. A variety of instructional programs enhances the education of all of the children. Inclusive practices integrate the regular and special educational programs. Compensatory, Enrichment, Host Nation and ESL programs provide unique experiences for our students. The school's technology plan provides a focus to insure that all of the students learn high quality technological practices. We are fortunate to have a modern computer lab as well as computers in every classroom.

BES strives to involve all parents in the school. Parents participate in the decision-making process through the School-Based Management Council, School Improvement Team, and support teachers and students with the Parent Volunteer Program. We feel proud of our educational partnership as we work in concert to make our good school even better.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

BES increased vocabulary through Wild About Reading School/Home program, Collaborative Multi-Cultural Literature-Based Enrichment Program and Cooperative Integrated Reading and Composition Programs. Teachers developed a K-5 Language Arts Writing Curriculum. Students developed rubrics to evaluate and improve their writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Math Standards were implemented through the adoption of Mathland in conjunction with Cooperative Learning. Students demonstrated their understanding of math concepts at the end of each Mathland Unit. Teachers were trained in High Scope Developmental Learning Practices to meet the needs of all students. Teachers will attend training in High Scope and Mathland.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Families and Schools Together encouraged parent participation in their children's education and social development. Parents organized School/Home Reading activities and supported at-home reading goals. PTO's cooperative efforts raised funds to support school-wide events and curriculum programs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Teachers communicate using technology, e.g., word processing and cc:Mail. Vehicles for communicating are newsletters, posted minutes on bulletin boards and surveys (Effective Communications and School/Home Reading). SBM developed an Issue/Concern form to open communications among all stakeholders. Several committees fostered involvement of all staff.

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Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**88%**	**12%**	**0%**
Math	**86%**	**13%**	**1%**
Science	**70%**	**18%**	**3%**
Social Studies	**68%**	**16%**	**1%**
School Communications	**81%**	**16%**	**1%**

Benchmark 10.8: Establish Technology for teachers and administrators

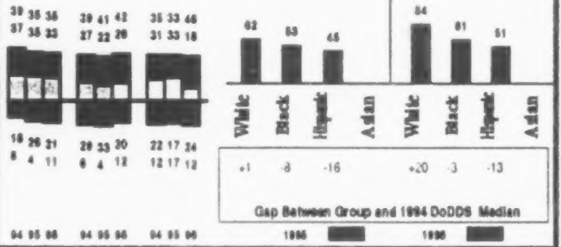
Establish Electronic Technology for teachers and administrators.

CTBS Test Results

Grade 3

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	66.7	71.5	69	52	72
District	66	66	61.4	55	69.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	91	91	91	92	91

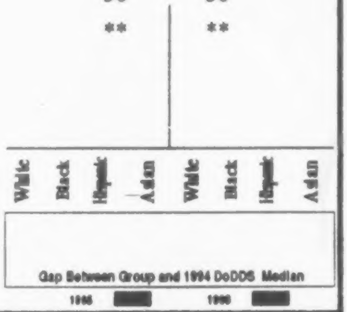
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	**	**	**	**	**
District	54.5	61.8	66.8	55.8	56.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

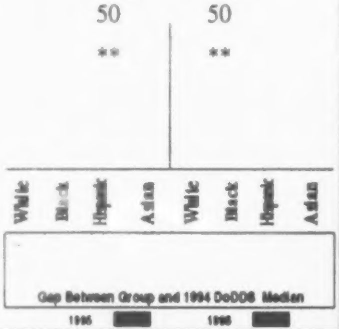


Grade 11

1996 Median Percentiles	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
for: **School**	**	**	**	**	**
District	62.3	60.3	66.1	56.2	61.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A		66%	42%
	1995	N/A		64%	41%
Math Avg Score	1994	N/A	452	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	408	430	423
	1995	N/A	427	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Balboa ES
UNIT 0925
APO AA 34002

DSN Phone:

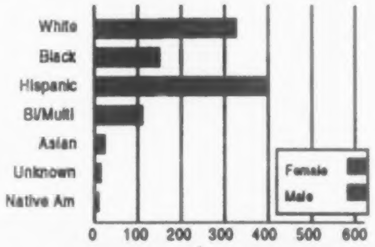
Commercial Phone:
272-7696

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	58	743.3	22%	38%	28%	12%	0%
5	95	69	721.5	6%	62%	22%	9%	1%
5	96	73	724.5	23%	53%	19%	3%	1%

Department of Defense Education Activity
Balboa High School (9-12)
1995/96 School Profile
Tom Price, Principal

School Characteristics

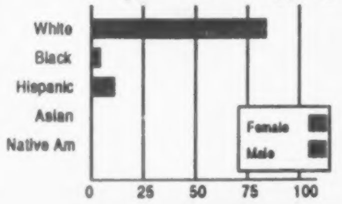
Student Enrollment - 1,042



Grade	
9	312
10	261
11	278
12	191
Total	1042

Sponsor's Affiliation	
Marine	1%
Army	28%
Navy	2%
Air Force	16%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	50%
Non-US Civilians	2%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	52	5%
K-8	TAG	N/A	N/A
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	19	
AP Courses Offered		7	
Students Taking AP Courses		135	28%

Mobility Rate
21% Per Year

Teacher Experience

Years	Teachers
New	2
1-3	2
4-6	8
7-10	12
> 10	48

School Staff

Category	FTE
Administrators	3
Classroom Teachers	62
Special Education	5.5
Other Professionals	6

Teacher Education

Degree	Teachers
BA/BS	42%
MA/MS	54%
Doctorate	3%

Principal's Highlights

An intensive effort to appropriately serve "at risk" students has resulted in the implementation of such approaches as hiring additional personnel to maintain an optimum class size (especially in math), offering a wider selection of courses in each curricular area, providing a "ninth hour" (support for homework and schoolwork), and AVID (Advancement Via Individual Determination) class for selected ninth graders, and excellent student access to peer tutors. Nine advanced placement and three honors courses were offered. The academic curriculum is enhanced by a strong co-curricular program: 21 student clubs and athletics involving 4- team competition. A new attendance procedure, supported by faculty, parents and students, was initiated. This has resulted in a reduction in student absenteeism. Students feel a supportive school climate which they attribute to caring teachers, new attendance procedure, and well-enforced "school rules." Student access to technology is enhanced with the addition of a curriculum computer lab and an upgrading of equipment in all areas. Staff utilizes technology to increase communication among themselves, administration and colleagues throughout the world. Computerized feedback (Integrade) concerning academic progress is utilized by 90% of the staff. Accurate, detailed, prompt data is provided to the parents.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95-96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

BHS has "Writing across the Curriculum", with all departments using the same rubric for standards. Teachers have attended writing workshops and shared strategies with the rest of the faculty. The idea that "writing lets us take authority over our knowledge" is an essential part of BHS. Increased reading in all subject areas was stressed with the students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

AVID offers BHS the means to encourage students of minority status to enroll in upper level science and math courses and to provide them with the support needed for success. Staff was increased in math/science to provide smaller class sizes. A new attendance policy was initiated to get students into the classroom to learn. Back to School night focused on math/science.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Opportunities for parent volunteers and involvement (guest speakers, readers at "Night of a Thousand Stars", Black History Month forum, etc.) abound at BHS. The SBM and SAC provide the parents with channels to be heard, pro and con, on school affairs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

BHS sends home a bi-weekly newsletter. Student government and SBM send home monthly newsletters. The school newspaper also provides a "feel" for what is going on at BHS. BHS students announce events on SCN each week. Work is still in process on an automated announcement system. The Guidance Office is regularly in contact with sponsors of students.

Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	68%	25%	6%
Math	72%	20%	6%
Science	66%	25%	6%
Social Studies	61%	27%	7%
School Communications	60%	29%	9%

Benchmark 10.8: Establish Technology for teachers and administrators

The new curriculum lab is now open, adding more computers for student and teacher use. Teachers have been trained in a wide variety of computer programs (Office, Lotus Notes, CD-ROM's) via in-house workshops, stateside seminars, and college mini-courses. Science teachers have been trained in MPLI. CC:Mail and e:mail allow the faculty to communicate worldwide.

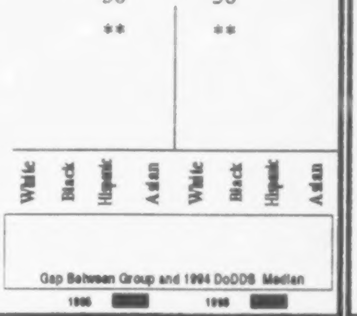
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	66	66	61.4	55	69.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

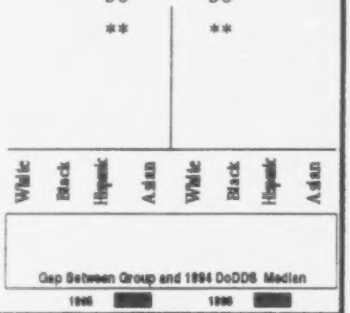


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	54.5	61.8	66.8	55.8	56.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

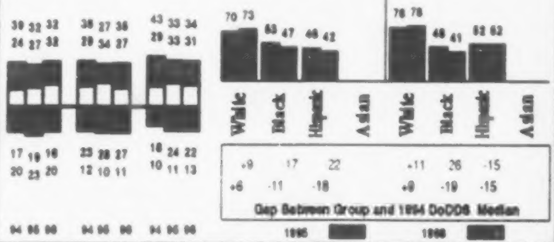
NOT APPLICABLE



Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62.1	60.4	66.3	57.2	61.7
District	62.3	60.3	66.1	56.2	61.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	238	237	237	236	237

Percent of Students in Each Quarter



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A		66%	42%
	1995	N/A		64%	41%
Math Avg Score	1994	N/A	452	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	408	430	423
	1995	N/A	427	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Balboa HS
UNIT 0925
APO AA 34002

DSN Phone:

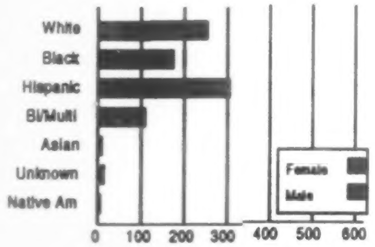
Commercial Phone:
272-7896

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	94	278	788.7	38%	27%	24%	8%	1%
10	95	264	788.7	20%	41%	30%	8%	0%
10	96	247	814.6	36%	45%	14%	5%	0%

Department of Defense Education Activity
Curundu Elementary School (K-5)
1995/96 School Profile
Barbara L. Cairns, Principal

School Characteristics

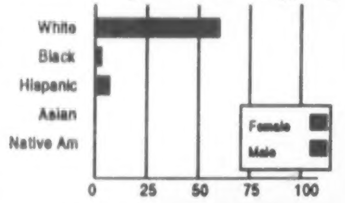
Student Enrollment - 875



Grade	[illegible]
K	195
1	156
2	150
3	121
4	139
5	114
Total	875

Sponsor's Affiliation	
Marine	<.5%
Army	66%
Navy	1%
Air Force	23%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	67	8%
K-8	TAG	79	9%
K-12	ESL	104	12%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
42% Per Year

Teacher Experience

Years	Teachers
New	2
1-3	3
4-6	5
7-10	5
> 10	33

School Staff

Category	FTE
Administrators	2
Classroom Teachers	36.5
Special Education	4
Other Professionals	9

Teacher Education

Degree	Teachers
BA/BS	47%
MA/MS	51%
Doctorate	2%

Principal's Highlights

Curundu Elementary School is the largest Elementary School in the Panama/Cuba District. A computer lab plus class computers enable students to utilize technology across the curriculum. The CES curriculum strives to develop full potential in each student in a positive accepting atmosphere that fosters respect and trust.

In addition to the academic curriculum, CES has initiated incentives to promote our SBM process and to increase students' responsibility. These involve the SBM "thought for the day," Golden Bus Award, student in the Jason Project, serving on the Student Council and SBM.

Staff development at CES has included SBM/SIP and inclusion in-service. Several teachers made site visitation for SBM to increase their understanding of the process. Teachers have increased their knowledge base in technology by attending computer courses and being selected for summer training workshops.

The school has been involved in Home-School partnership that has involved over ten thousand volunteer hours with parents serving as volunteers, on SAC, PTO, SBM/SIP and several other committees.

The predominant belief is that CES is a place where all children can learn.

DoDEA Strategic Plan: School Improvement Implementation School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...

New SS curriculum and SS Standards were successfully implemented. MathLand's statistics content is perceived as contributing to student's increased achievement as measured by CTBS. The percentage of students scoring at the bottom quartile decreased as the percentage of students scoring in the top two quartiles increased.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

Math Standards and new curriculum was implemented. Informal Cooperative models, Team Teaching and Peer Observation were some of the strategies used. Two staff development workshops and three informal workshops for parents, students and teachers were organized to increase awareness and love of all Math areas.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Over ten thousand hours of volunteer work were recorded. Learning activities and celebrations occured with the participation and cooperation of parents, students and teachers: Math/Science workshops, social gatherings, achievement and talent celebrations.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication was achieved through the school newspare, fliers, local media and teacher-parent notes. Parent survey indicated good to high satisfaction with school communication. SBM and a "shared decision" process is in place.

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Report Card from DoDDS Parents			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**78%**	**17%**	**2%**
Math	**80%**	**13%**	**3%**
Science	**63%**	**19%**	**4%**
Social Studies	**58%**	**19%**	**3%**
School Communications	**70%**	**21%**	**8%**

Benchmark 10.8: Establish Technology for teachers and administrators

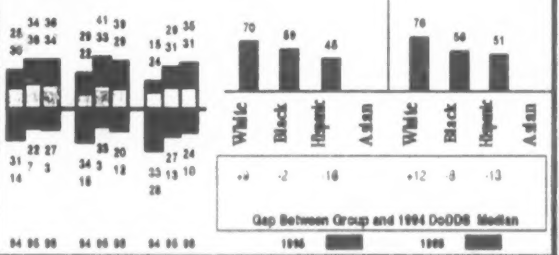
It is the goal to establish electronic technology for teachers and administration.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66.3	62.2	62	59.1	66.5
District	66	66	61.4	55	69.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	117	116	117	117	116

Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	54.5	61.8	66.8	55.8	56.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

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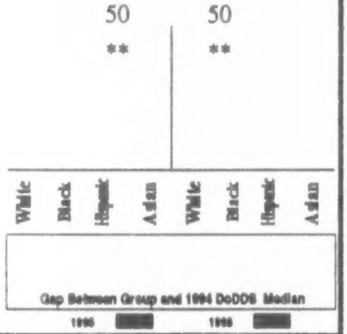
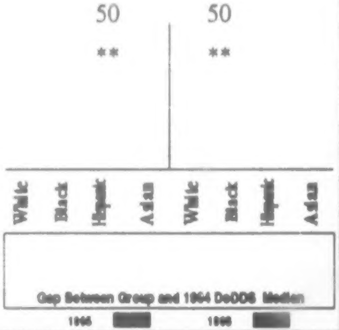


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	62.3	60.3	66.1	56.2	61.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	[illegible]	Nation
% Participating	1994	N/A		66%	42%
	1995	N/A		64%	41%
Math Avg Score	1994	N/A	452	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	408	430	423
	1995	N/A	427	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Curundu ES
UNIT 0925
APO AA 34002

DSN Phone:

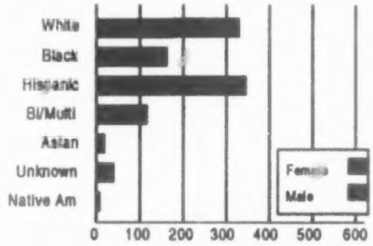
Commercial Phone:
272-6565

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	91	710.2	11%	40%	35%	12%	2%
5	95	76	727.5	9%	55%	25%	11%	0%
5	96	108	705.4	25%	48%	21%	3%	3%

Department of Defense Education Activity
Curundu Middle School (6-8)
1995/96 School Profile
Charles Renno, Principal

School Characteristics

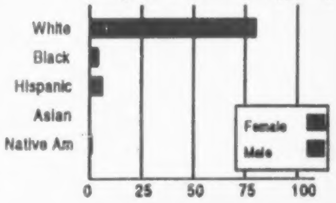
Student Enrollment - 1,020



Grade	
6	366
7	336
8	318
Total	1020

Sponsor's Affiliation	
Marine	1%
Army	44%
Navy	5%
Air Force	20%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	29%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	71	7%
K-8	TAG	87	9%
K-12	ESL	31	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
24% Per Year

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	5
7-10	17
> 10	48

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	58
Special Education	4
Other Professionals	6

Teacher Education	
Degree	Teachers
BA/BS	46%
MA/MS	52%
Doctorate	2%

Principal's Highlights

Built in 1966 and opened as a junior high school, Curundu Middle School has a modern, well-maintained campus where there has been a long tradition of high achievement. In its first year as a middle school (6-8), CMS has moved rapidly into teaming, block scheduling, teacher advisement periods, and many field trips which have taken the educational process out of the classroom and into the community.

The afterschool activities program has focused not only on the sports and clubs usually enjoyed by this age group, but has provided for an academic interest in math tutoring, homework clubs, Junior National Honor Society, and team newspaper production. This year's choir and advanced band made history by being featured in a full hour host-nation commercial television program aired throughout the Republic of Panama.

A strong supportive report from the visiting NCA team mid-year added impetus to our focus on school improvement and to our belief that students learn best when they can work cooperatively in an environment in which teachers, parents and administrators collaborate to produce a rich, positive learning climate.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studie

The English Department provided training to teachers, taught the rubrics for four basic types of writing, and gave students multiple practices in writing a scoring papers using these rubrics. Staff increased the number of writing opportunities in their curriculums. Pretest and posttest scores indicated a gai in general writing skills as taught through a schoolwide study skills program

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender G

Strategies focused on an investigative and problem-solving approach in Mathematics. In all classrooms emphasis was placed on the use of cooperati learning in its many forms. Tutorial programs supported students' efforts to succeed. The ethnic composition of students recognized at quarterly assemblies matched the total school population.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

More parents were visible this year than in the past due to active participatio in essential school committees, team conferencing, volunteering, the formation of a new PTO, and a first-time all day parent open house. In a recent climate survey, more than half of the parents sampled responded positively.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencie

Parents were kept well-informed through regular newsletters from teams and individual teachers, as well as monthly principal's bulletins. A recent parent survey confirmed that the school-wide notebook served as a school-home communication tool, particularly regarding assignments and school events.

Report Card from DoDDS Parent			
Overall Quality	**A/B**	**C**	**D/F**
Language Arts	75%	19%	6%
Math	77%	16%	6%
Science	76%	17%	6%
Social Studies	70%	22%	7%
School Communications	58%	31%	11%

Benchmark 10.8: Establish Technology for teachers and administrators

It is the goal to establish electronic technology for teachers and administration.

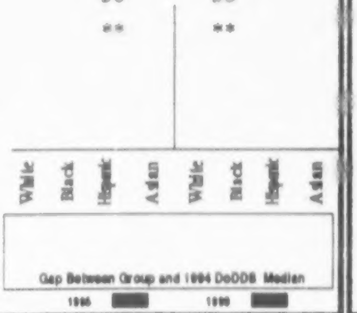
CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	66	66	61.4	55	69.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

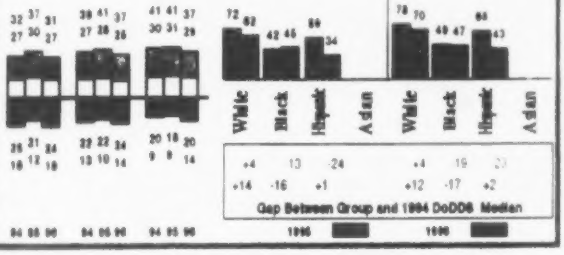
NOT APPLICABLE



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	54.7	62.3	66.9	47.3	56.3
District	54.5	61.8	66.8	55.8	56.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	303	303	303	303	303

Percent of Students in Each Quarter

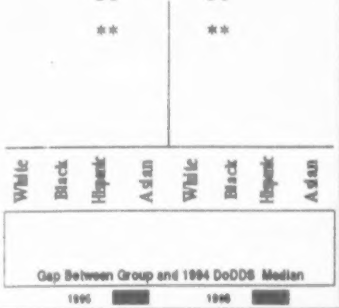


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	62.3	60.3	66.1	56.2	61.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	1994	N/A		66%	42%
	1995	N/A		64%	41%
Math Avg Score	1994	N/A	452	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	408	430	423
	1995	N/A	427	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Curundu MS
UNIT 0925
APO AA 34002

DSN Phone:

Commercial Phone:
286-6310

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	94	291	796.7	40%	39%	14%	4%	2%
8	95	278	785.6	40%	20%	30%	10%	1%
8	96	273	731.8	28%	32%	25%	8%	2%

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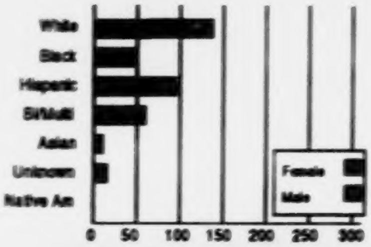
Department of Defense Education Activity
Fort Clayton Elementary School (PK-5)
1995/96 School Profile
Barbara Seni, Principal

School Characteristics

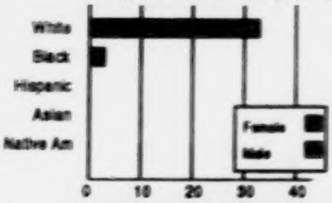
Student Enrollment - 354



PreK	11
K	64
1	54
2	66
3	61
4	42
5	56
Total	354

Marine	<5%
Army	86%
Navy	1%
Air Force	1%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	12%
Non-US Civilians	<5%

Professional Staffing



Administrators	1
Classroom Teachers	17
Special Education	4.5
Other Professionals	5.5

Special Programs

PK-12	Special Education	25	7%
K-8	TAG	22	6%
K-12	ESL	28	8%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
52% Per Year

Teacher Experience

New	
1-3	
4-6	
7-10	
> 10	

BA/BS	52%
MA/MS	48%
Doctorate	0%

Principal's Highlights

Ft. Clayton Elementary is proud of its reputation for being a model school for best practices in the field of education. We believe that by working together with parents, students, and the community we will enable each student to be a productive member of our ever-changing society. A positive climate of mutual trust and support provides for the optimal growth and development for our students and staff. We strive to provide optimum learning experiences that will enable all students to reach their potential.

Ft. Clayton is a multi-faceted educational institution. We serve a diverse population of students. We piloted a "departmentalized" model of instruction in 4th and 5th grades this year. All teachers provide quality instruction, integrate the curriculum across disciplines, teach/reinforce organizational skills, and establish shared expectations for behavior and quality of work. We have a multi-media, state-of-the-art computer lab. Students, teachers, and parents alike are developing a wide range of computer literacy skills. Home-School Partnership initiatives, which include our military support unit, are expanding in an attempt to encourage parent and community involvement.

Ft. Clayton Elementary is a "success for all" school. We believe we provide the best quality education to our children.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

All students participated in the Reading Around the World Program. The total monthly goals were achieved. High Scope initiative was met with one hundred percent of the teachers in PS-3 grades have two or more learning centers in place. Cooperative learning is used to reinforce Language Arts skills. Local teachers met and collaborated on developing Language Arts units.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategies focused on incorporating the scientific method throughout grade levels. Emphasis was placed on "hands-on" experiments through ongoing displays and projects, culminating with a school-wide science fair. Technology was used for project investigation and completion. A teacher science survey was administered as a baseline.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A questionnaire was distributed to determine areas of interest for participating in SHARP workshops. In addition to the 126 volunteers serving our school each week, we had an active participation of parents involved in monthly workshops. Our major goal is enhancing the level of collegiality between students, parents, and personnel through interactive participation.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Clayton ES continued with its program of effective communication. Implementation of a master file for newsletters, PTO/SBM communications, monthly calendars and notices of special events and activities has begun. End-of-year survey administered. Informal feedback from parents has been very positive. This information will be used as a baseline for next year.

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Overall Quality	**A/B**	**C**	**D/F**
Language Arts	**87%**	**12%**	**2%**
Math	**86%**	**12%**	**3%**
Science	**59%**	**24%**	**6%**
Social Studies	**63%**	**21%**	**3%**
School Communications	**67%**	**25%**	**8%**

Benchmark 10.8: Establish Technology for teachers and administrators

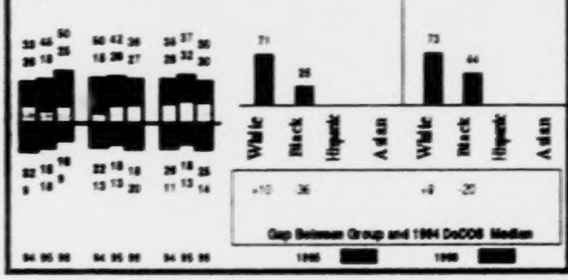
Plans have been developed to integrate the appropriate use of technology into language arts, mathematics, and science curriculum areas. Training has been provided for all teachers and administrators. Training included electronic mail, word processing, operating system, and educational software. Goals were achieved through in-service as well as on-site college credit offerings.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	75.7	61.7	56.5	57.5	64
District	66	66	61.4	55	69.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	56	56	56	56	56

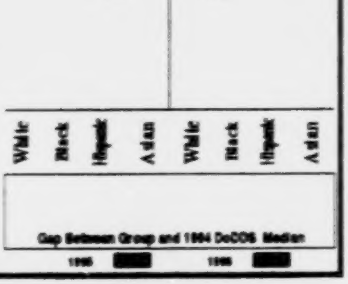
Percent of Students in Each Quarter



Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	54.5	61.8	66.8	55.8	56.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

NOT APPLICABLE

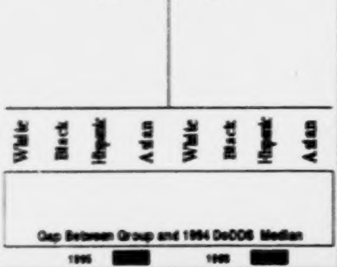


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	62.3	60.3	66.1	56.2	61.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results					
% Participating	1994	N/A		66%	42%
	1995	N/A		64%	41%
Math Avg Score	1994	N/A	452	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	406	430	423
	1995	N/A	427	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Fort Clayton ES

UNIT 0925

APO AA 34002

DSN Phone:

Commercial Phone:
287-5513

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	44	792.3	39%	43%	18%	0%	0%
5	95	39	769	26%	64%	3%	8%	0%
5	96	60	754.4	33%	55%	10%	2%	0%

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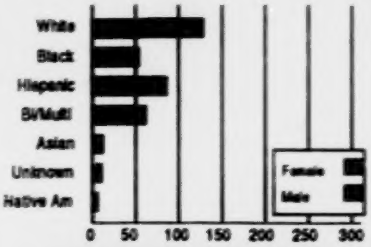
Department of Defense Education Activity
Fort Kobbe Elementary School (PK-5)
1995/96 School Profile

Vinita Swenty, Principal

School Characteristics

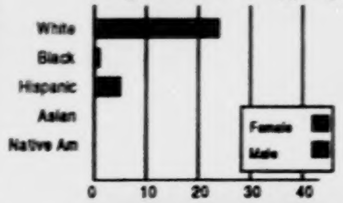
Student Enrollment - 360



Grade	
PreK	3
K	59
1	69
2	67
3	52
4	66
5	44
Total	360

Sponsor Affiliation	
Marine	<5%
Army	41%
Navy	<5%
Air Force	56%
Coast Guard	1%
Non-US Military	<5%
US Civilians	2%
Non-US Civilians	<5%

Professional Staffing



Special Programs

PK-12	Special Education	39	11%
K-8	TAG	66	18%
K-12	ESL	16	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offe[illegible]		N/A	
Students Takin[illegible] Courses		N/A	N/A

Mobility Rate
47% Per Year

Teacher Experience

New	0
1-3	0
4-6	2
7-10	3
> 10	17

School Staff

	FTE
Administration	1
Classroom Teachers	17
Special Education	1.8
Other Professionals	4.5

Teacher Education

BA/BS	59%
MA/MS	41%
Doctorate	0%

Principal's Highlights

Fort Kobbe Elementary has established a brand new computer lab with 30 Power Macs to enhance our move to become technology proficient. Our 15 classroom teachers as well as the specialists have also been given Power Macs to promote computer literacy for all personnel regardless of previous experience with computers.

By utilizing parent volunteers and training parents our Site Complex Computer Coordinator (SCCC) furthered our School Home Partnership goals and ensured a timely installation of the computer software and hardware to compliment our technology goals.

Fort Kobbe Elementary has a diverse population including preschool handicapped, learning impaired, communication impaired, English as a second language, school wide enrichment program (SWEP) and heterogenously grouped regular education classes.

The staff with the support of the School Based Management (SBM) Council, Parent Teacher Organization (PTO), School Advisory Council (SAC) and the School Improvement Committee (SIP) are committed to providing a positive approach to learning and discipline through the use of developmentally appropriate educational activities based on collegial and cooperative support.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Students were taught a variety of writing genres based on the L.A. curriculum for DoDDS. At the Jan. 5, 1996 inservice, rubrics were generated by grade level and submitted to the writing committee. The committee then assembled portfolios for the grade level, distributed them and each teacher implemented standardized rubrics and writing portfolios.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp

Strategies focused on the use of heterogeneous cooperative groups to increase opportunities for students to be involved in and solve in-depth, challenging problems. A MathLand study group for credit was well attended by the staff. The TESA class that was to be offered to the faculty was canceled by the District office.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Strategies were developed for increasing parent participation in the home-school partnership. Parents provided school support by volunteering at school, in the classroom, with helping hands, PTO and SAC. The plan focused on improving home school communication through conferences, parent orientation, Parent Visitation Day, MathLand and class newsletters.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school sends notices, PTO, and classroom newsletters home to inform parents and the community of important school activities and how they might become involved. Informal surveys are utilized to plan and carry out ongoing projects.

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Overall Quality	A/B	C	D/F
Language Arts	83%	15%	2%
Math	85%	13%	2%
Science	60%	19%	5%
Social Studies	63%	16%	1%
School Communications	66%	28%	6%

Benchmark 10.8: Establish Technology for teachers and administrators

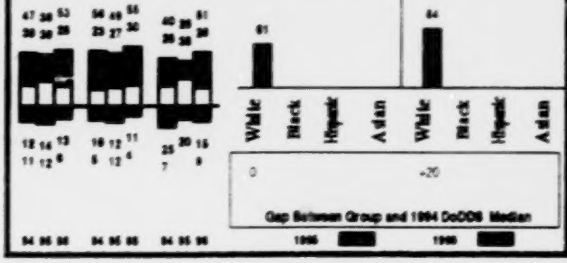
Technology has been integrated throughout the curriculum, and in extra-curricular activities. All teachers in grades 4-5 use technology in record keeping. Training has been on going to introduce teachers to various computer programs and computer usage.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	76	77	76	62	79.4
District	66	66	61.4	55	69.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	47	47	47	47	47

Percent of Students in Each Quarter

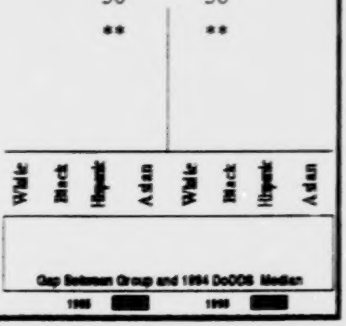


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	54.5	61.8	66.8	55.8	56.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

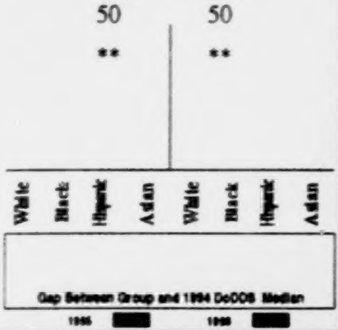


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	**	**	**	**	**
District	62.3	60.3	66.1	56.2	61.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



% Participating	1994	N/A		66%	42%
	1995	N/A		64%	41%
Math Avg Score	1994	N/A	452	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	408	430	423
	1995	N/A	427	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Fort Kobbe ES
UNIT 0714
APO AA 34001

DSN Phone:

Commercial Phone:
284-6316

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	41	745.9	29%	34%	32%	2%	2%
5	95	43	722.3	7%	63%	9%	21%	0%
5	96	43	715.1	21%	58%	19%	0%	2%

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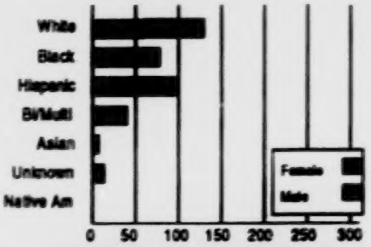
Department of Defense Education Activity
Howard Elementary School (K-5)
1995/96 School Profile
Roberta Berger, Principal

School Characteristics

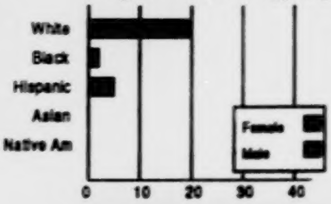
Student Enrollment - 369



K	62
1	79
2	48
3	60
4	67
5	53
Total	369

Marine	2%
Army	5%
Navy	24%
Air Force	61%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	8%
Non-US Civilians	<5%

Professional Staffing



PK-12	Special Education	25	7%
K-8	TAG	0	0%
K-12	ESL	16	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Mobility Rate
43% Per Year

Teacher Experience	
New	1
1-3	2
4-6	3
7-10	8
> 10	12

Administrators	1
Classroom Teachers	18
Special Education	1.8
Other Professionals	4.5

BA/BS	55%
MA/MS	41%
Doctorate	5%

Principal's Highlights

Howard Elementary School is located on Howard Air Force Base, and is situated in very close proximity to the jungle. The complex is a three story building which houses seventeen regular classrooms of grades Kg through five, along with a computer lab, a TAG room, and separate rooms for comp. ed., resource, ESL, art, music and a large playshelter for P.E.

HES educates a diverse population of students, including learning disabled, English as a second language, compensatory education for students who have demonstrated slight academic weaknesses and all of the general education core areas. Our computer lab provides our students with the latest technology to work with and learn with, and all of our classrooms have computers in them as well, including the kinder rooms, so that every student has the opportunity every day to enhance previously learned skills and to acquire new skills.

The guiding philosophy at HES is that all children can learn, and the staff continuously strives to teach to the whole child in an atmosphere that fosters respect, acceptance, trust and an I KNOW THAT YOU CAN DO THIS, AND I WON'T GIVE UP ON YOU attitude on the part of our teaching staff. Our school is a happy and healthy place for children, and we welcome parental participation in our decision making processes.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Progress

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Plans have centered on developing school-wide methods of publishing student writing, and developing rubrics for each genre which are grade-level specific to provide continuity of skills from grade to grade. A test taking booklet was also compiled to help improve performance on tests. A school wide Reading Olympics was conducted which increased time students spent on reading.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

A series of parent workshops and family math sessions were conducted to allow parents hands-on experience in the new math program. Lesson modeling and co-teaching was provided for the teachers throughout the school year. A science fair was held in which parent and community volunteers manned the stations which required student involvement.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A parent file was organized and provided for the teachers. This consisted of names of parents willing to come into the school to share special skills or willing to provide help for different events. Monthly newsletters were sent home by the principal informing parents of important upcoming events and ways they could become involved in the school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school has initiated a series of monthly newsletters to inform parents and the community about important school activities and how they might become involved. Weekly letters from the math coordinator were also sent home to alleviate any concerns parents might have about the program.

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Overall Quality	A/B	C	D/F
Language Arts	76%	17%	3%
Math	79%	15%	2%
Science	55%	23%	5%
Social Studies	55%	21%	5%
School Communications	69%	20%	9%

Benchmark 10.8: Establish Technology for teachers and administrators

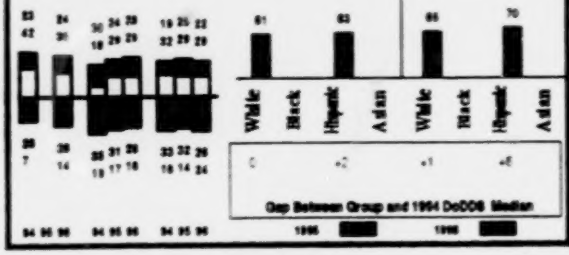
Plans have been completed to integrate the appropriate use of technology into the language arts, mathematics, and science curriculum areas. Training was provided for all teachers and staff for the technology integration. Initial training included record keeping, word processing, and math and science instructional software.

CTBS Test Results

Grade 3

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	54	60.5	51	62.3	63.3
District	66	66	61.4	55	69.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	51	51	51	51	51

Percent of Students in Each Quarter

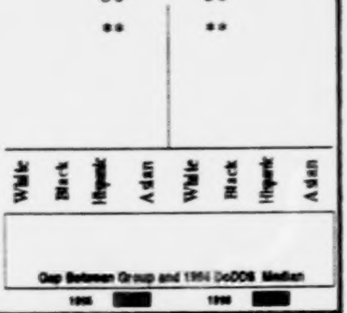


Grade 7

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	54.5	61.8	66.8	55.8	56.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE

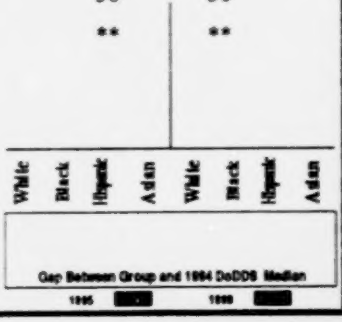


Grade 11

1996 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	**	**	**	**	**
District	62.3	60.3	66.1	56.2	61.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter

NOT APPLICABLE



SAT Results

% Participating	1994	N/A		66%	42%
	1995	N/A		64%	41%
Math Avg Score	1994	N/A	452	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	408	430	423
	1995	N/A	427	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Howard ES
UNIT 0713
APO AA 34001

DSN Phone:

Commercial Phone:
284-3919

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	45	744.7	18%	49%	20%	13%	0%
5	95	44	723.1	16%	52%	16%	14%	0%
5	96	56	731.6	27%	48%	23%	2%	0%

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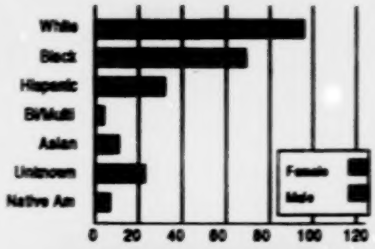
Department of Defense Education Activity
W. T. Sampson Elementary/High School (K-12)
1995/96 School Profile

Donna S. Warner, Principal

School Characteristics

Student Enrollment - 265



Special Programs [illegible]			
PK-12	Special Education	10	4%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	12	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

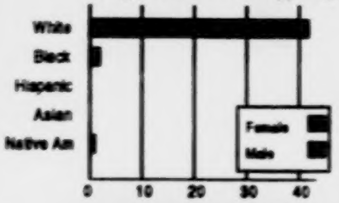
[illegible]	
K	26
1	23
2	31
3	33
4	25
5	21
6	29
7	14
8	16
9	23
10	13
11	7
12	4
Total	265

Mobility Rate
100% Per Year

[illegible]	
Marine	4%
Army	<5%
Navy	60%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	34%
Non-US Civilians	2%

Teaching Experience	
New	
1-3	
4-6	
7-10	
> 10	

Professional Staffing



[illegible]	[illegible]
Administrators	1
Classroom Teachers	28
Special Education	2
Other Professionals	6

[illegible]	
BA/BS	
MA/MS	
Doctorate	

Principal's Highlights

W.T. Sampson Middle/High School began the SIP process in May. A SIT was selected and an in-service given to all members by Dr. Warner. The SIT reviewed the mission and vision statement from DODEA and Panama and developed a mission/vision statement for W.T. Sampson. This was presented to the faculty of both the high school and elementary school. It was accepted with minor changes. The high school SIT reviewed the Spring CTBS scores then compared them with the 1994 baseline and selected goals and objectives to present to the faculty to the fall. The mission and vision statement was published in the newspaper with the request for input from the community.

Follow up training on the SIP process was conducted by DSO staff in September for the SIT committee, teachers, parents, students, and members of the military community.

[illegible] DoDEA Strategic Plan/School Improvement Implementation [illegible]
School Year 95/96 [illegible]

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

Writing across the curriculum chosen as a strategy for Language Arts. Professional development needed either by DSO or region. AVID has been included.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grp.

In the area of math, strategies were developed to include non-gender specific material, increased expectations, student assistant team, tutorials, cooperative learning, staff development and female mentors for enrichment.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

School-Home Partnership training has been done for one parent. A teacher and the parent will attend training this summer and return to train other stakeholders.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication will continue and expand through monthly parent newsletters, community newspaper, TV radio spots and public forums.

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Overall Quality	A/B	C	D/F
Language Arts			
Math			
Science			
Social Studies			
School Communications			

Benchmark 10.8: Establish Technology for teachers and administrators

Technology to support school improvement in instruction teacher training, progress reports, installation of LAN at cost of $2,500 per line for distance learning; participate in Jason Project.

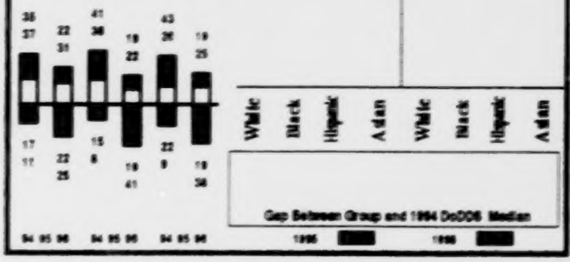
CTBS Test Results

Grade 3

1996 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	56.5	38.3	41.5	39	53
District	66	66	61.4	55	69.2
DoDDS	67	65.3	63.4	58	65.9
Nation	50	50	50	50	50
# Students	32	32	32	32	32

Percent of Students in Each Quarter

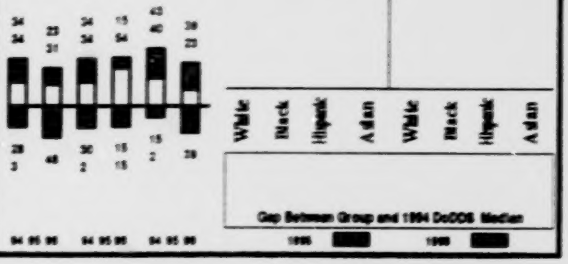


Grade 7

1996 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	53	54	65	46	73
District	54.5	61.8	66.8	55.8	56.7
DoDDS	64.4	65.1	68.6	55.1	65.3
Nation	50	50	50	50	50
# Students	13	13	13	13	13

Percent of Students in Each Quarter

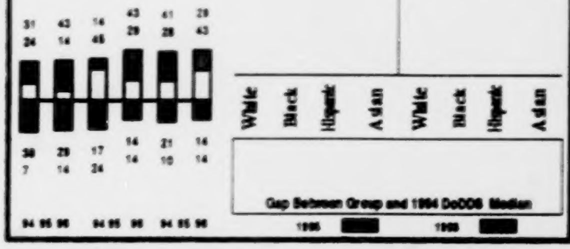


Grade 11

1996 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	**	**	**	**	**
District	62.3	60.3	66.1	56.2	61.3
DoDDS	65.9	65.6	70	62.3	69.3
Nation	50	50	50	50	50
# Students	**	**	**	**	**

Percent of Students in Each Quarter



% Participating	1994	100%		66%	42%
	1995	N/A		64%	41%
Math Avg Score	1994	418	452	472	479
	1995	N/A	461	480	482
Verbal Avg Score	1994	362	408	430	423
	1995	N/A	427	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

W. T. Sampson ES/HS
PSC 1005 Box 49
FPO AE 09593

DSN Phone:

Commercial Phone:
99-3500/3782

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	94	65	712.9	3%	43%	40%	14%	0%
5	95							
5	96	21	718.3	24%	48%	24%	5%	0%
8	94	51	748.7	28%	31%	14%	26%	2%
8	95							
8	96	15	745.9	7%	33%	47%	13%	0%
10	94	35	766.4	34%	23%	34%	3%	6%
10	95							
10	96	12	799.3	33%	33%	25%	8%	0%

Prepared by:
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Department of Defense Education Activity
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Arlington, VA 22203

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